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59th Annual Report

OF THE

Board of Education

OF

Newark, N. J.

1914-1915

FIFTY-NINTH ANNUAL REPORT

OF THE

Newark

BOARD OF EDUCATION

OF NEWARK, N. J.

1915

FOR THE

1915

SCHOOL YEAR ENDING JUNE 30, ~~1912~~

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BOARD OF EDUCATION

1915

OFFICERS

Frederic L. Johnson, *President*.

*Nathaniel King, *Vice-President*

†R. Elmer Throssell, *Vice-President*

R. D. Argue, *Secretary*,
322 Summer Avenue.

Alfred H. Krick, *Ass't Secretary*,
164 Lincoln Avenue.

Samuel Gaiser, *Supt. of Supplies*, 107 Park Avenue.

A. B. Poland, *City Superintendent*, 258 Montclair Avenue.

David B. Corson, *First Ass't City Superintendent*, 51 Berkeley Ave.

J. Wilmer Kennedy, *Ass't City Superintendent*, 3 Emmett Street

Elmer K. Sexton, *Ass't City Superintendent*, 103 So. Eleventh St.

Cephas I. Shirley, *Asst. City Superintendent*,
922 Bloomfield Avenue, Glen Ridge, N. J.

Chas. A. MacCall, *Supervisor of Attendance*.
59 Washington Avenue.

Dr. George J. Holmes, *Supervisor of Medical Inspection*.
17 Elizabeth Avenue.

Ernest F. Guilbert, *Supervising Architect*,
767 Ridge Street.

George W. Knight, *Supervising Engineer*,
540 Parker Street.

Aaron W. Miller, *Supervisor of Repairs*
630 Summer Avenue.

Charles M. Myers, *Counsel*,
62 Nelson Place.

*Resigned, June 8, 1915.

†Elected by Board, June 8, 1915.

BOARD OF EXAMINERS

A. B. Poland, *Chairman*

David B. Corson
Elmer K. Sexton
*Frank H. Sommer
J. Wilmer Kennedy
Cephas I. Shirley
John C. Dana

*Resigned, June 8, 1915.

MEMBERS

1915

Term Expires Jan. 31, 1916.

Name	*Place of Business*	*Place of Residence*
Charles P. Taylor	11 Clinton Street	75 Baldwin Avenue
Gaetano M. Belfatto	189 Market Street	171 Clifton Avenue
R. Elmer Throssell	215 Market Street	47 St. Paul Avenue
Term Expires Jan. 31, 1917.		
John Breunig	280 Springfield Ave.	811 South 11th Street
*Nathaniel King	752 Broad Street	348 Clinton Avenue
†Frank H. Sommer	Kinney Building	156 Heller Parkway
Thomas J. D. Smith	65 Chambers Street	60 Van Ness Place
Term Expires Jan. 31, 1918.		
Frederic L. Johnson	Prudential Building	718 Clinton Avenue
Edgar R. Brown	725-727 B'way, N. Y.	15 South 10th Street
Miss Beatrice Winser	Free Public Library	14 Mt. Prospect Place

*Resigned, June 8, 1915.

†Appointed by Mayor, June 8, 1915.

STANDING COMMITTEES

Before June 8, 1915.

Finance and Legislation.

King, Taylor, Breunig, Brown, Belfatto, Johnson

Buildings, Grounds and Supplies

Belfatto, Throssell, Taylor, Smith, King, Miss Winser, Johnson.

Instruction and Educational Supplies.

Brown, Breunig, Taylor, Smith, Throssell, Miss Winser, Johnson.

After June 8, 1915.

Finance and Legislation.

Throssell, Taylor, Breunig, Brown, Belfatto, Johnson.

Buildings, Grounds and Supplies.

Belfatto, Throssell, Taylor, Smith, Sommer, Miss Winser, Johnson.

Instruction and Educational Supplies.

Brown, Breunig, Taylor, Smith, Sommer, Miss Winser, Johnson.

STATISTICAL RECORD
OF THE
BOARD OF EDUCATION

For the Years 1914 and 1915

Names of Members, with the Years in Which They Have Served, Respectively

Thomas S. McCabe	1908-9-10-11-12-13-14
Edgar R. Brown	1908-9-10-11-12-13-14-15
Charles P. Taylor	1908-9-10-11-12-13-14-15
John Breunig	1908-9-10-11-12-13-14-15
Nathaniel King	1911-12-13-14-15 (5 mos.)
Gaetano M. Belfatto	1911-12-13-14-15
Frederic L. Johnson	1912-13-14-15
Thomas J. D. Smith	1913-14-15
R. Elmer Throssell	1914-15
Miss Beatrice Winser	1915
Frank H. Sommer (7 months)	1915

PRESIDENTS OF THE BOARD.

*Stephen Congar	1851-2-3-4
*Samuel H. Pennington	1855-6-7-8-9-60-1-2
*Thomas W. Dawson	1863-4-5
William K. McDonald	1866
*Frederick W. Ricord	1867-8-9
Edwin H. Dawson	1870
*William A. Whitehead	1871
*L. Spencer Goble	1872-3
*Samuel A. Farrand	1874
*Aram G. Sayre	1875
Edward L. Dobbins	1876-7-8-9-80 (9 mos.)
*George B. Swain	1880 (3 mos.)-1-2-3
*Edward Goeller	1884-1889-90-1
*Edmund L. Joy	1885-6-7
James L. Hays	1888-1892
*Henry C. Klemm	1893-4 (9 mos.)
John Van Doren, Jr.	1894 (3 mos.)-1895 (4 mos.)
Henry J. Anderson	1895
*William A. Gay	1896-7
Miles F. Quinn	1898
*Chares E. Hill	1899 (8 mos.)-1900-1-2
Charles W. Menk	1903-4

DAVID A. MCINTYRE	1905-6-7
FREDERICK F. GUILD	1908-9-10-11
JAMES TAAFFE	1912
CHARLES P. TAYLOR	1913-14
FREDERIC L. JOHNSON	1915

SECRETARIES OF THE BOARD.

*JOHN WHITEHEAD	1851-2-3
*FREDERICK W. RICORD	1854-5-6-7-8-9-60
*GEORGE B. SEARS	1860-1-2-3-4-5-6-7-8-9-70-1-2-3-4-5-6-7 (8 mos.)
C. ALBERT STONELAKE	1877 (4 mos.)-8-9-80-1-2-3 (8 mos.)
*GEORGE W. CASE	1883 (3½ mos.)-4-5-6-7-8-9
P. LYNDON BRYCE	1890-1-2-3-4
ROBERT D. ARGUE	1895-6-7-8-9-1900-1-2-3-4-5-6-7-8-9-10-11-12-13-14-15

CITY SUPERINTENDENTS OF THE PUBLIC SCHOOLS.

*STEPHEN CONGAR	1853-4-5-6-7-8-9
*GEORGE B. SEARS	1859-60-1-2-3-4-5-6-7-8-9-70-1-2-3-4-5-6-7 (8 mos.)
*W. N. BARRINGER	1877 (4 mos.)-8-9-80-1-2-3-4-5-6-7-8-9-90-1-2-3-4-5-6 (10 mos.)
*C. B. GILBERT	1896 (2 mos.)-7-8-9-1900-1 (1 mo.)
A. B. POLAND	1901 (10 mos.)-2-3-4-5-6-7-8-9-10-11-12-13-14-15

SUPERINTENDENT OF SUPPLIES.

SAMUEL GAISER	1911-12-13-14-15

SUPERVISOR OF ATTENDANCE.

CHARLES A. MACCALL	1902-3-4-5-6-7-8-9-10-11-12-13-14-15

SUPERVISOR OF MEDICAL INSPECTION.

GEORGE J. HOLMES	1909-10-11-12-13-14-15

SUPERVISING ARCHITECT.

ERNEST F. GUILBERT	1908 (7 mos.)-9-10-11-12-13-14-15

SUPERVISING ENGINEER.

GEORGE W. KNIGHT	1908 (10 mos.)-9-10-11-12-13-14-15

SUPERVISOR OF REPAIRS.

AARON W. MILLER	1908 (10 mos.)-9-10-11-12-13-14-15

COUNSEL.

CHARLES M. MEYERS	1909-10-11-12-13-14-15

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* Deceased.

REPORT

OF THE

BOARD OF EDUCATION

TO THE COMMON COUNCIL

NEWARK, N. J., July 29, 1915.

To the Honorable, the Common Council of the City of Newark, N. J.

GENTLEMEN:—The Board of Education respectfully submits the following report of the receipts and expenditures for the year beginning July 1, 1914, and ending June 30, 1915:

CURRENT EXPENSE ACCOUNT

RECEIPTS.

STATE.

Appropriations	$1,095,704.98	
Railroad Tax	474,989.87	
Vocational Schools	32,545.00	
Manual Training	5,000.00	
School Library Fund	30.00	
		$1,608,269.85

MUNICIPAL.

Balance from June 30, 1914	$ 274,486.34	
Common Council Tax Ordinance	1,297,780.00	
Interest	14,009.78	
Cash deposited with Custodian	9,796.13	
Interest on Bequest	240.00	
Truancy Fines	7.00	
		$1,596,319.25
Total		$3,204,589.10

EXPENDITURES.

STATE.

Teachers' Salaries—Day	$1,603,239.85
Teachers' Salaries—Manl. Trng.	5,000.00
School Library Fund	30.00

MUNICIPAL.

Salaries, Text Books, Repairs
Furniture, Heating, etc......$1,420,490.35

$3,028,760.20

Balance.............................$ 175,828.90

EXPENDITURE IN DETAIL.

STATE.

	Appropriations	Expenditures	Balances
Teachers' Salaries—Day	$1,603,239.85	$1,603,239.85	
Teachers' Salaries—M. T.	5,000.00	5,000.00	
School Library Fund	30.00	30.00	
	$1,608,269.85	$1,608,269.85	

Vocational schools included in the above.

MUNICIPAL.

	Appropriations	Expenditures	Balances
Teachers' Salaries—Day	$ 453,566.26	$ 428,310.75	$25,255.51
Teachers' Salaries—Evg.	137,769.38	137,769.38	
Lectures	10,590.00	10,590.00	
Teachers' Pensions	25,253.69	25,253.69	
Teachers' Salaries—M. T.	34,648.60	33,384.45	1,264.15
Playgrounds' Salaries	15,749.58	15,426.90	322.68
Officers' Salaries	86,100.01	85,750.56	349.45
Janitors' Salaries	169,199.36	166,198.37	3,000.99
Medical Insp. Dept. Salaries	31,329.47	30,296.56	1,032.91
Attendance Dept. Salaries	21,890.85	21,288.67	602.18
Incidentals	11,534.71	11,534.71	
Printing	10,900.00	10,253.52	646.48
Text Books, etc.	138,341.84	132,931.50	5,410.34
Furniture & Supplies	90,739.00	78,469.34	12,269.66
Manual Training Supplies	10,771.72	10,771.72	
Playground Supplies	7,049.84	7,049.84	
Repairs	109,336.52	101,428.41	7,908.11
Heating Apparatus	21,328.61	14,855.24	6,473.37
Fuel	59,443.46	53,039.41	6,404.05
Light & Power	30,473.59	30,473.59	
Water	9,824.29	9,510.16	314.13
Rents	5,155.00	5,155.00	
Insurance	5,947.04	748.58	5,198.46
Unapportioned	99,376.43		99,376.43
	$1,596,319.25	$1,420,490.35	$175,828.90

Vocational schools included in the above.

CONSTRUCTION ACCOUNT.

SCHOOL HOUSES AND SITES.

RECEIPTS.

Balance from June 30, 1914	$1,027,620.67	
School Bonds	500,000.00	
Interest	17,953.08	
Cash deposited with Custodian	2,271.50	
		$1,547,845.25

EXPENDITURES IN DETAIL.

	Appropriations	Expenditures	Balances
Construction Dept.—Salaries	$ 31,146.88	$31,146.88	
Construction Dept.—Supplies	5,505.04	5,505.04	
South Side High School	1,684.15	1,684.15	
Central Avenue School House Addition	1,093.50	1,093.50	
Central Avenue School (Additional ground)	100.00	35.00	$ 65.00
Newton School House Addition	2,386.90	2,386.90	
Newton School (Additional ground)	423.24	423.24	
Abington Avenue School House Addition	1,829.20	1,829.20	
West Side School House Addition	64,243.71	64,243.71	
Hawthorne Avenue School House Addition	49,136.90	49,136.90	
Lafayette School House Addition	140,118.30	140,118.30	
Thirteenth Avenue School (Ground & Addition)	137,085.00	84,550.37	52,534.63
North Seventh Street School House Addition	112,974.18	112,974.18	
McKinley School (Site & Building)	192,105.87	119,530.04	72,575.83
Oliver Street School House Addition	129,803.78	3,741.11	126,062.67
School of Industrial Arts & Administration Building	164.16	164.16	
Bergen Street School (Additional ground)	14,742.22	14,742.22	
Eliot School (Additional ground)	100.00	100.00	
Alexander Street School (Additional ground)	8,000.00	185.16	7,814.84
Hawthorne School District Site	5,513.10	574.41	4,938.69
Southern School District Site	16,175.00		16,175.00
South Market Street School (Ground & Addition)	81,945.00		81,945.00
Lincoln School (Additional ground)	3,485.00	3,485.00	
Physical Training Field	3,552.82	1,812.75	1,740.07
Central C. & M. T. High School (4th floor)	23,429.46	35.28	23,394.18
Unapportioned	521,101.84		521,101.84
	$1,547,845.25	$639,497.50	$908,347.75

APPROPRIATIONS AND EXPENDITURES IN DETAIL

SOUTH SIDE HIGH SCHOOL

Balance from June 30, 1914	$ 10,613.61	
Deduct amount transferred	8,929.46	
		$ 1,684.15
Expended for Plumbing work	$ 213.66	
Electrical work	266.97	
Finishing floors	187.62	
Glazing	221.00	
Wire fence	770.00	
Lumber	6.90	
Hardware	3.00	
Seeding	15.00	
		$ 1,684.15

CENTRAL AVENUE SCHOOL HOUSE ADDITION

Balance from June 30, 1914	$ 299.78	
Appropriation 1914-1915	793.72	
		$ 1,093.50
Expended for Heating and Ventilating work	$ 308.50	
Vacuum cleaner	785.00	
		$ 1,093.50

CENTRAL AVENUE SCHOOL (Additional Ground)

(Driveway)

Appropriation 1914-1915	$ 100.00
Expended for Survey	35.00
Balance	$ 65.00

NEWTON SCHOOL HOUSE ADDITION

Balance from June 30, 1914	$ 2,735.68	
Deduct amount transferred	348.78	
		$ 2,386.90
Expended for Painting work	$ 70.00	
Electrical work	1,811.90	
Vacuum cleaner	505.00	
		$ 2,386.90

NEWTON SCHOOL (Additional Ground)

Balance from June 30, 1914	$ 250.00	
Appropriation 1914-1915	173.24	
		$ 423.24
Expended for Search	$ 54.50	
Advertising	7.54	
Auctioneer's fee	30.00	
Grading	331.20	
		$ 423.24

ABINGTON AVENUE SCHOOL HOUSE ADDITION

Balance from June 30, 1914	$ 8,356.36	
Deduct amount transferred	6,527.16	
		$ 1,829.20
Expended for Plaster painting work	$ 1,005.00	
Heating and Ventilating work	324.20	
Vacuum cleaner	500.00	
		$ 1,829.20

WEST SIDE SCHOOL HOUSE ADDITION

Balance from June 30, 1914	$ 79,284.01	
Deduct amount transferred	15,040.30	
		$ 64,243.71
Expended for General construction	$ 45,616.93	
Plumbing work	4,000.00	
Heating and Ventilating work	12,413.75	
Electrical work	1,645.00	
Lighting fixtures	533.45	
Waterproofing	24.00	
Slate work	5.58	
Changing door	5.00	
		$ 64,243.71

HAWTHORNE AVENUE SCHOOL HOUSE ADDITION

Balance from June 30, 1914	$ 43,415.45	
Appropriation 1914-1915	5,721.45	
		$ 49,136.90
Expended for General construction	$ 30,919.09	
Steel and Iron work	2,270.81	
Painting work	666.00	
Plumbing work	2,546.00	
Heating and Ventilating work	9,258.00	
Electrical work	1,540.00	
Lighting fixtures	387.00	
Vacuum cleaner	1,550.00	
		$ 49,136.90

LAFAYETTE SCHOOL HOUSE ADDITION

Balance from June 30, 1914	$164,757.52	
Deduct amount transferred	24,639.22	
		$140,118.30
Expended for Mason work	$ 69,664.74	
Carpenter work	23,224.50	
Steel and Iron work	11,321.20	
Painting work	3,421.00	
Roofing work	5,026.00	
Plumbing work	4,796.00	
Heating and Ventilating work	18,815.00	
Electrical work	2,236.50	
Lighting fixtures	1,091.00	
Night fireman	225.00	
Grading and planting	240.55	
Curbing	19.75	
Lettering	8.50	
Advertising	28.56	
		$140,118.30

THIRTEENTH AVENUE SCHOOL (Ground and Addition)

Balance from June 30, 1914	$134,085.00	
Appropriation 1914-1915	3,000.00	
		$137,085.00
Expended for Property	$ 24,600.00	
Search	106.50	
Permit	92.50	
Advertising	76.84	
Auctioneer's fee	28.50	
Steel inspection	69.65	
Mason work	37,517.30	
Carpenter work	1,772.50	
Steel and Iron work	7,705.08	
Roofing work	850.00	
Plumbing work	2,401.25	
Heating and Ventilating work	8,636.00	
Electrical work	684.25	
Night fireman	10.00	
		$ 84,550.37
Balance		$ 52,534.63

NORTH SEVENTH STREET SCHOOL HOUSE ADDITION.

Balance from June 30, 1914	$ 91,930.00	
Appropriation 1914-1915	21,044.18	
		$112,974.18
Expended for Permit	$ 95.00	
Foundation work	290.34	
Mason and Carpenter work	67,380.65	
Steel and Iron work	6,814.00	
Painting work	3,158.00	
Roofing work	1,432.00	
Heating and Ventilating work	21,914.00	
Plumbing work	5,200.44	
Electrical work	3,091.80	
Lighting fixtures	1,779.00	
Vacuum cleaner	1,390.00	
Night fireman	368.25	
Advertising	35.70	
Glazing	25.00	
		$112,974.18

McKINLEY SCHOOL (Site and Building).

Balance from June 30, 1914	$177,105.87	
Appropriation 1914-1915	15,000.00	
		$192,105.87
Expended for Property	$ 55,000.00	
Survey	210.00	
Lumber	42.95	
Perspective	70.00	
Advertising	65.10	
Permit	98.50	
Foundations	12,322.00	
Mason and Carpenter work	30,162.68	
Steel and Iron work	10,258.04	
Plumbing work	2,082.50	
Heating and Ventilating work	8,688.05	
Electrical work	340.00	
Steel inspection	131.87	
Filling plate girders	58.35	
		$119,530.04
Balance		$ 72,575.83

OLIVER STREET SCHOOL HOUSE ADDITION

Balance from June 30, 1914	$139,955.00	
Appropriation 1914-1915	4,848.78	
	$144,803.78	
Deduct amount transferred	15,000.00	
		$129,803.78
Expended for Mason work	$ 3,136.07	
Survey	12.00	
Testing	440.50	
Permit	102.50	
Advertising	36.54	
Iron fence	13.50	
		$ 3,741.11
Balance		$126,062.67

SCHOOL OF INDUSTRIAL ARTS AND ADMINISTRATION BUILDING.

Appropriation 1914-1915	$500,200.00	
Deduct amount transferred	500,035.84	
		$ 164.16
Expended for Survey	$ 100.00	
Appraisal	50.00	
Advertising	7.41	
Auctioneer's fee	6.75	
		$ 164.16

BERGEN STREET SCHOOL (Additional ground).

Balance from June 30, 1914	$ 11,837.50	
Appropriation 1914-1915	2,904.72	
		$ 14,742.22
Expended for Property	$ 14,580.00	
Survey	25.00	
Search	81.50	
Testimony	50.00	
Recording	5.72	
		$ 14,742.22

ELIOT SCHOOL (Additional ground).

Appropriation 1914-1915	$ 100.00
Expended for Property	100.00

ALEXANDER STREET SCHOOL (Additional ground).

Appropriation 1914-1915		$ 8,000.00
Expended for Appraisal	$ 50.00	
Condemnation	60.00	
Testimony	25.00	
Court orders	4.16	
Search	46.00	
		$ 185.16
Balance		$ 7,814.84

HAWTHORNE SCHOOL DISTRICT SITE.

Balance from June 30, 1914		$ 5,513.10
Expended for Property	$ 500.00	
Taxes	10.30	
Search	29.70	
Advertising	7.41	
Auctioneer's fee	27.00	
		$ 574.41
Balance		$ 4,938.69

SOUTHERN SCHOOL DISTRICT SITE.

Balance from June 30, 1914	$ 16,175.00

SOUTH MARKET STREET SCHOOL (Ground and Addition)

Balance from June 30, 1914	$ 81,945.00

LINCOLN SCHOOL (Additional ground).

Appropriation 1914-1915	$ 3,800.00	
Deduct amount transferred	315.00	
		$ 3,485.00
Expended for Property	$ 3,410.00	
Search	75.00	
		$ 3,485.00

PHYSICAL TRAINING FIELD.

Balance from June 30, 1914		$ 3,552.82
Expended for Laborers	$ 1,673.25	
Planting trees	139.50	
		$ 1,812.75
Balance		$ 1,740.07

CENTRAL C. & M. T. HIGH SCHOOL (4th Floor).

Appropriation 1914-1915	$ 23,429.46
Expended for advertising	35.28
Balance	$ 23,394.18

UNAPPORTIONED.

Balance	$521,101.84

FREDERIC L. JOHNSON, *President.*

R. D. ARGUE, *Secretary.*

ESTIMATED VALUE OF SCHOOL HOUSES, SITES AND SCHOOL FURNITURE

Name of School House	Sites	Buildings	Furniture and Equipment	Total
Normal School (new)	$ 90,000	$ 268,000	$ 16,500	$ 374,500
Barringer High	82,000	285,000	32,000	399,000
Central C. & M. T. High	66,600	562,000	65,000	693,600
East Side C. & M. T. High	43,000	254,000	47,000	344,000
South Side High	52,000	365,000	45,000	462,000
Abington Avenue	13,200	160,000	9,500	182,700
Alexander Street	9,000	62,000	3.300	74,300
Alexander Street District	19,800	....	....	19,800
Avon Avenue	20,000	191,000	7,500	218,500
Belmont Avenue	48,000	250,000	9,000	307,000
Bergen Street	35,000	164,000	7,500	206,500
Berkeley	12,800	105,000	5,500	123,300
Bruce Street	21,000	50,000	3,500	74,500
Burnet Street	25,000	275,000	12,000	312,000
Camden Street	20,000	59,000	3,400	82,400
Carteret	12,000	70,000	3,400	85,400
Central Avenue	31,200	154,000	9,100	194,300
Charlton Street	20,000	100,000	5,000	125,000
Chestnut Street	22,000	51,000	3,600	76,600
Cleveland	22,000	255,000	13,000	290,000
Dayton	3,000	2,500	300	5,800
Elizabeth Avenue	23,000	12,800	1,000	36,800
Elizabeth Avenue District	28,800	....	....	28,800
Eliot	16,700	100,000	4,000	120,700
Fifteenth Avenue	14,000	54,000	3,400	71,400
Fourteenth Avenue	30,000	118,000	4,000	152,000
Franklin	24,500	145,000	5,500	175,000
Garfield	16,500	155,000	8,600	180,100
Hamburg Place	24,000	170,000	6,500	200,500
Hawkins Street	6,000	53,000	2,500	61,500
Hawthorne	22,000	199,000	9,500	230,500
Hawthorne Avenue District	10,675	....	....	10,675
John Catlin	12,000	55,000	3,000	70,000
Lafayette	25,000	265,000	15,500	305,500
Lawrence Street	30,000	45,000	1,800	76,800
Lincoln	10,800	75,000	3,000	88,800
Madison	18,000	162,000	7,500	187,500
Market Street	80,000	18,000	1,000	99,000
McKinley (old)	19,300	105,500	5,500	130,300
McKinley (new)	35,000	....	....	35,000
Milford	20,000	60,000	3,000	83,000
Miller Street	27,400	205,000	10,000	242,400
Monmouth Street	10,000	60,000	4,000	74,000
Montgomery	27,000	145,000	7,000	179,000
Morton Street	50,000	300,000	9,000	359,000
Newton Street	40,300	295,000	18,000	353,300
Parker Street	24,000	....	....	24,000
Ridge	15,000	115,500	5,000	135,500
Robert Treat	48,500	163,000	6,000	217,500
Roseville Avenue	13,200	30,500	1,600	45,300
Sixteenth Ward Site (Avon Ave.)	18,000	....	....	18,000
South Street	12,000	51,000	3,000	66,000
South Eighth Street	24,000	144,000	5,000	173,000
South Market Street	20,000	58,000	3,000	81,000
South Tenth Street	16,000	45,000	3,600	64,600
State Street	15,000	19,000	1,500	35,500
Summer Avenue	10,000	48,000	2,500	60,500
Summer Place	7,000	31,500	1,200	39,700
Sussex Avenue	24,000	53,000	3,000	80,000
Walnut Street	7,500	8,500	1,200	15,700
Warren Street	14,000	137,000	5,500	156,500
Washington Street	57,000	76,000	4,800	137,800
Waverly Avenue	13,500	50,000	2,800	66,300
Webster	17,000	148,000	5,500	170,500
West Side	23,200	195,000	9,500	227,700
Ungraded School No. 1 (West)	10,000	16,300	1,000	27,300
Ungraded School No. 2 (East)	4,000	17,100	1,000	22,100
Open Air	1,000	3,300	600	4,900
Fawcett School of Industr'l Arts	36,000	19,000	1,000	56,000
Boys' Industrial	2,000	10,000	7,000	19,000
Girls' Industrial	40,000	48,000	6,000	94,000
Coe's Place (Defective)	5,000	20,000	2,000	27,000
Physical Training Field	55,000	5,000	5,000	65,000
Marshall Street (Shop)	9,000	5,000	1,500	15,500
Total	$1,829,475	$7,995,000	$524,200	$10,348,675

FINANCIAL STATISTICS

TABLE OF EXPENSES OF THE VARIOUS SCHOOLS FOR THE YEAR ENDING JUNE 30, 1915 AND SHOWING ORDINARY, EXTRAORDINARY AND TOTAL CURRENT EXPENSES.

NAMES OF SCHOOLS	ORDINARY EXPENSES													EXTRAORDINARY EXPENSES				Grand Totals
	Salaries			MISCELLANEOUS SUPPLIES							Repairs							
	Teachers	Janitors	Text Books and Educational Supplies	Printing	General Supplies	Manual Training	Fuel	Light and Power	Water	Rents and Insurance	To Building	To Heating Apparatus	Totals	Repairs	Heating Apparatus	Furniture and Equipment (Inc. Man. Trg.)	Totals	
DAY SCHOOLS																		
High																		
Barringer	$ 101,507.08	$ 7,222.21	$ 4,111.32	$ 388.21	$ 853.27		$ 1,323.72	$ 2,283.50	$ 821.81		$ 1,000.76	$ 635.19	$ 119,587.12	$ 348.21	$ 408.99	$ 1,341.62	$ 2,098.82	$ 121,685.94
Central C. & M. T.	114,772.40	10,760.00	14,213.76	669.98	1,097.80		2,177.98	81.45	254.67		1,249.71	445.17	145,072.92	2,692.15	543.00	3,486.03	6,721.18	151,794.10
East Side C. & M. T.	64,461.35	7,310.00	7,784.20	197.05	606.35		1,121.12	40.14	215.51		1,186.26	410.88	83,335.66	1,448.63	64.00	2,541.55	4,054.18	87,389.84
South Side	84,986.09	8,310.00	5,835.96	202.08	520.31		2,685.00	156.34	256.49		374.74	486.61	103,903.57	272.02		6,019.85	6,291.87	110,195.44
Elementary																		
Abington Avenue	26,498.33	2,497.00	1,448.60	69.30	220.94	$ 160.41	832.20	513.21	49.00		149.81	247.45	32,691.33	407.11		1,216.34	1,623.45	34,314.78
Alexander Street	24,245.16	1,923.00	1,229.81	46.84	97.24	173.74	619.10	25.70	93.49		142.50	69.34	28,056.01	447.97		560.59	1,008.56	29,064.57
Ann Street	30,628.20	1,931.70	1,374.27	71.38	164.32	151.17	657.00	198.82	63.87		338.37	263.74	35,842.84	604.57	123.40	339.50	1,067.47	36,910.31
Avon Avenue	39,169.62	2,980.00	1,829.42	69.33	106.19	456.48	1,095.00	690.70	111.51		493.70	149.20	47,241.16	1,723.17	148.07	672.70	2,543.94	49,785.09
Belmont Avenue	53,752.78	3,615.50	2,497.18	116.78	313.42	310.32	1,701.72	790.20	439.02		566.88	474.78	64,087.53	2,739.04		654.44	3,393.48	67,481.01
Bergen Street	41,618.58	3,310.75	2,143.91	87.82	236.12	299.86	1,278.06	313.96	228.50		602.19	303.62	50,423.46	4,449.86		324.13	4,773.99	55,197.46
Berkeley	20,114.03	1,892.00	1,148.88	38.45	106.00	119.47	638.76	333.34	93.12		377.63	103.48	24,964.16	213.28	38.02	359.66	610.96	25,575.11
Bruce Street	18,627.51	1,549.00	766.02	47.39	62.14	116.61	448.00	45.49	28.18		672.24	160.45	22,532.01	2,030.04		65.53	2,095.57	24,627.58
Burnet Street	37,029.70	3,089.38	1,762.89	75.10	210.48	238.59	823.40	505.42	223.28	$ 69.68	360.33	226.70	44,721.01	1,693.88	269.83	3,826.03	5,789.74	50,510.75
Camden Street	29,813.23	2,098.06	1,228.22	72.08	177.92	160.60	720.75	30.64	68.33		470.00	170.72	35,007.19	2,469.72		166.40	2,636.12	37,643.31
Carteret	24,726.03	1,085.25	1,329.77	56.18	167.83	183.59	440.76	43.83	63.41		428.26	19.11	29,450.02			170.30	170.30	29,620.32
Central Avenue	33,719.70	2,368.31	1,626.86	89.77	282.53	250.68	925.51	414.84	366.38		359.60	228.54	40,612.67	1,507.30		1,302.75	2,810.05	43,422.72
Charlton Street	42,882.50	2,539.25	1,916.33	82.73	263.50	290.25	1,138.80	280.80	81.36		467.54	124.57	50,067.78	606.44		646.70	1,253.14	51,320.92
Chestnut Street	22,026.84	1,849.65	1,001.89	69.82	142.52	102.54	404.10	10.26	95.47		515.02	152.70	26,975.81			92.23	92.23	27,068.04
Cleveland	48,511.73	3,041.00	2,390.45	97.98	271.91	357.92	1,249.30	1,255.85	497.10		425.71	157.41	53,256.43	550.56		442.98	993.54	54,249.97
Dayton	2,363.20	606.00	69.90	6.10	31.62	7.60	125.00		6.51		235.16		3,351.09	556.85	186.40	9.35	752.60	4,103.69
Eighteenth Avenue	32,635.43	2,865.75	1,438.58	85.68	213.00	94.77	708.75	276.05	62.12		523.28	122.51	39,021.01	552.66	261.66	163.15	977.47	39,998.48
Eliot	25,967.55	2,606.25	1,178.13	51.28	185.98	188.94	1,091.30	278.04	104.12		135.87	198.16	32,094.62	1,876.69		62.54	1,939.23	34,033.85
Elizabeth Avenue	7,128.54	974.00	125.34	23.80	40.48	40.28	175.20	14.22	140.01		198.09	22.14	8,882.19	527.39		7.58	534.97	9,417.16
Fifteenth Avenue	32,941.86	2,017.00	1,465.98	73.70	127.90	221.91	800.80	109.70	67.87		550.81	307.31	38,684.85	939.80		230.48	1,170.28	39,855.13
Fourteenth Avenue	31,707.08	2,327.50	1,512.29	70.91	138.30	183.14	876.00	288.99	38.27		323.55	89.54	37,555.57	310.70		109.05	419.75	37,975.32
Franklin	38,967.98	2,617.50	2,004.18	96.17	243.44	302.93	704.85	107.44	149.53		744.00	134.41	46,082.43	1,224.46	232.16	208.55	1,685.17	47,767.60
Garfield	29,041.24	2,114.34	1,356.99	92.76	173.66	167.22	1,197.40	512.15	125.06	38.20	565.59	131.17	35,510.78	988.82		5,608.82	6,597.64	42,108.42
Hamburg Place	39,622.02	2,761.65	1,760.48	68.78	309.70	251.62	834.72	158.41	172.90		574.10	400.91	46,927.24	2,529.92		150.52	2,680.44	49,607.68
Hawkins Street	15,068.15	1,498.24	659.60	40.87	129.83	52.93	266.55	84.06	69.18		724.96	138.80	18,728.17	1,010.05		237.21	1,247.26	19,975.43
Hawthorne	32,261.00	2,516.25	1,756.75	69.72	194.31	181.51	1,204.50	561.12	144.70	157.73	480.66	160.84	39,689.09	2,896.48		3,928.06	6,824.54	46,513.63
Lafayette	37,802.30	2,624.58	2,172.39	158.33	263.23	225.21	1,256.53	823.30	194.46		426.22	210.48	46,157.03			7,482.13	7,482.13	53,639.16
Lawrence Street	12,152.77	1,262.00	371.91	35.76	56.30	49.75	275.94	56.79	111.34		124.82	167.88	14,655.26	787.98		655.92	1,443.90	16,099.16
Lincoln	14,887.78	1,388.00	644.29	32.42	39.69	88.78	306.60	86.56	36.20		88.11	48.87	17,647.20	410.00		104.45	514.45	18,161.75
Madison	38,063.26	2,543.00	1,731.84	74.32	159.15	170.92	876.00	529.39	231.23		652.16	160.77	45,192.04	153.42	21.78	213.67	388.87	45,580.91
Miller Street	34,943.19	3,067.00	1,682.39	69.83	153.65	198.55	1,285.20	844.23	108.15		499.53	219.02	43,070.74	641.52		1,770.07	2,411.59	45,482.33
Monmouth Street	28,022.59	2,011.00	1,385.11	59.64	148.64	117.60	576.90	34.29	82.18		526.98	254.01	33,218.91	2,259.78		105.69	2,365.47	35,584.41
Montgomery	25,344.25	1,973.77	1,254.48	57.17	225.32	150.16	774.00	444.36	140.82		293.56	80.59	30,738.48	250.30		33.74	284.04	31,022.52
Morton Street	47,174.24	5,390.46	2,156.59	85.41	433.42	826.08	1,579.66	36.90	449.29		712.44	540.57	58,885.06	1,524.96		854.33	2,379.29	61,264.85
Newton	44,976.43	3,277.10	2,145.55	88.92	292.96	276.52	1,427.88	1,097.75	284.99		615.68	150.59	54,634.37	999.45		408.06	1,407.51	56,041.88
Ridge	14,956.14	1,901.00	662.21	30.90	85.72	72.60	424.86	455.52	99.66		138.12	93.71	18,980.44	136.22	397.00	54.56	587.78	19,568.22
Robert Treat	45,358.29	2,961.00	2,185.52	109.48	158.58	823.43	928.34	183.11	115.02		374.30	265.33	52,962.40	260.09	177.89	149.07	587.05	53,549.45
*Robert Treat Annex (Market Street)	5,109.32	424.00	248.36	12.12	36.76	19.43	64.00	298.26	58.91		194.07		6,465.23			5.88	5.88	6,471.11
Roseville Avenue	14,506.08	1,095.00	522.63	26.65	71.23	57.44	292.20	94.54	56.66		125.86	24.75	16,873.04	209.98		49.59	259.57	17,132.61
Seventh Avenue	56,406.61	2,883.75	2,617.57	147.19	174.62	820.38	1,035.21	708.56	574.22		463.25	236.09	65,567.45	497.09		159.95	657.04	66,224.49
‡Seventh Avenue Annex (State Street)	3,198.14	520.00	124.52	8.12	28.06	29.89	52.56	43.39	17.67		149.80	14.09	4,186.33	28.05		23.55	51.60	4,237.93
South Street	20,170.47	1,615.90	814.91	46.24	182.77	110.82	517.61	31.52	49.74		576.81	46.04	24,162.83	1,142.55	63.37	313.99	1,519.91	25,682.74
South Eighth Street	38,578.62	2,730.00	1,745.66	66.02	266.38	257.71	1,009.42	313.25	165.88		901.57	226.59	46,261.10	1,961.38	66.32	660.44	2,688.14	48,949.24
South Market Street	24,585.19	1,676.00	1,132.81	54.48	92.03	117.57	370.22	149.01	32.52		229.86	256.19	28,695.89	145.07		193.02	338.09	29,033.98
South Tenth Street	27,868.15	1,721.50	1,363.29	62.16	107.59	223.54	452.33	29.89	51.40		462.75	190.81	32,533.41	2,516.98		174.44	2,690.42	35,223.83
*South Tenth Street Annex (Blum St.)	2,134.81		35.12	1.79	9.30		43.75			540.00			2,764.77					2,764.77
Summer Avenue	20,928.10	1,676.00	844.34	41.53	75.24	133.91	416.10	32.22	118.55		364.99	167.13	24,798.11	1,097.32		129.89	1,227.21	26,025.32
Summer Place	9,856.39	1,160.00	307.92	25.21	40.61	33.22	423.60	158.27	22.92		164.92	71.52	12,264.58	362.34		18.80	381.14	12,645.72
Sussex Avenue	25,481.70	1,814.50	1,295.16	59.56	541.91	114.95	394.20	197.08	59.95		430.62	103.91	30,493.54	269.29		155.45	424.74	30,918.28
Walnut Street	9,865.05	1,076.00	295.93	18.01	48.69	54.95	160.00	8.73	39.11		100.80	25.63	11,692.90	375.50		39.89	415.39	12,108.29
Warren Street	20,856.05	2,240.99	579.28	54.48	312.88	73.90	343.74	331.40	112.37		531.73	192.37	25,629.14	1,127.32		160.19	1,287.51	26,916.65
Washington Street	24,568.06	1,797.62	1,113.55	58.24	137.68	188.43	446.21	15.30	37.02		58.39	72.20	28,492.80	970.04		126.01	1,096.05	29,588.85
Waverly Avenue	19,379.86	1,635.00	925.71	56.86	149.41	108.93	657.00	70.70	96.50		307.16	122.03	23,509.16	2,288.58		193.32	2,481.90	25,991.06
Webster	28,445.74	2,398.25	1,344.75	59.91	155.82	188.10	613.45	348.40	194.62		534.77	190.53	34,474.34	789.58		138.03	927.61	35,401.95
West Side	35,879.48	2,619.75	2,425.47	79.21	113.72	204.94	961.41	612.91	163.32	132.46	137.14	11.36	43,341.17	357.76		3,581.06	3,938.82	47,279.99
Industrial																		
Boys' Industrial	13,594.10	485.01	1,952.82	35.59	145.41		269.63	331.16	37.23		469.41	9.35	17,329.71	1,482.14		3,451.20	4,933.34	22,263.05
Girls' Industrial	8,488.55	517.22	1,309.56	74.33	211.02		118.64	153.07	40.85		203.99		11,117.23	995.68		2,112.34	3,108.02	14,225.25
Special																		
Academy Street Ungraded	1,600.00	350.00	22.35	3.57	32.31								2,008.23					2,008.23
Ungraded No. 1	3,867.53	770.00	835.74	4.85	51.13		150.00	10.08	23.38		138.23		5,850.94	527.65		19.01	546.66	6,397.60
Ungraded No. 2	3,883.87	770.00	698.37	4.60	67.60		131.25	14.04	9.72		213.79		5,793.24	712.52		2.89	715.41	6,508.65
Alyea Street Defective	4,551.20	168.56	1,073.06	10.28	93.66		107.00	21.42	19.59	840.00	93.95	2.65	6,981.97			272.10	272.10	7,254.07
Central Avenue Defective	1,200.00	81.69	101.78	.13	6.83								1,390.43			3.32	3.32	1,393.75
Coes' Place Defective	7,141.80	983.00	1,365.13	10.70	94.06		228.75	92.07	39.12		139.76	28.84	10,123.23	968.53		258.84	1,227.37	11,350.60
Newton Defective	1,058.53	79.90	151.35	.79	1.12								1,291.69			75.60	75.60	1,367.29
State Street Defective	5,197.02	520.16	1,178.92	9.29	62.08		122.64	101.23	11.78				7,203.12			73.71	73.71	7,276.83
School for the Deaf	9,912.92	718.28	754.28	26.10	78.41		138.12	106.88	30.50		178.63		11,944.12	195.13		93.73	288.86	12,232.98
Washington Street Blind	2,024.80	78.13	274.52	1.89	17.31								2,396.65			14.18	14.18	2,410.83
Camden Street Open Air	694.59	74.94	258.36	.14	23.51								1,051.54					1,051.54
Elizabeth Avenue Open Air	2,617.00	1,010.00	2,253.10	5.55	83.55		101.75	58.14	18.21		54.59	74.26	6,276.15	334.19			334.19	6,610.34
Lafayette Open Air	541.45	35.31	162.12		4.17								743.05			275.96	275.96	1,019.00
Montgomery Open Air	1,100.00	82.23	260.14	.14	7.12								1,449.63					1,449.63
Morton Street Open Air	1,064.27	122.54	317.53	.14	26.06								1,550.54					1,550.54
School for Crippled Children	882.86		2.51	.52									885.89					885.89
SUMMER SCHOOLS																		
High																		
Barringer	2,048.50	66.00	36.22	1.38					15.20				2,167.30					2,167.30
Central	1,501.50	36.00	227.28	4.15					6.65				1,775.58					1,775.58
Elementary																		
Abington Avenue	1,616.75	66.00	170.43	4.90	3.01				3.84				1,864.93					1,864.93
Avon Avenue	1,704.25	69.00	156.53	10.93					6.22				1,946.93					1,946.93
Bergen Street	1,862.00	81.00	257.84	9.00	3.40				13.51				2,226.75					2,226.75
Bruce Street	663.75	24.00	73.47	3.23	.48				1.73				766.66					766.66
Burnet Street	1,037.25	42.00	129.39	6.15					9.01				1,223.80					1,223.80
Camden Street	1,345.50	69.00	143.43	3.25	1.52				3.81				1,566.51					1,566.51
Carteret	931.50	42.00	133.65	2.44					2.94				1,112.53					1,112.53
Central Avenue	1,070.88	39.00	138.55	6.73	.83				14.17				1,270.16					1,270.16
Charlton Street	1,574.00	66.00	153.28	7.78					4.35				1,805.41					1,805.41
Cleveland	2,809.75	114.00	307.01	13.31					38.90				3,282.97					3,282.97
Eighteenth Avenue	1,665.00	69.00	172.31	8.96					6.15				1,921.42					1,921.42
Fifteenth Avenue	1,395.00	66.00	166.16	8.84	1.08				4.01				1,641.09					1,641.09
Fourteenth Avenue	1,629.33	66.00	234.43	7.52	1.72				2.22				1,941.22					1,941.22
Franklin	2,105.00	84.00	227.89	9.63	.96				9.53				2,437.01					2,437.01
Hamburg Place	2,019.00	84.00	222.62	7.60	1.44				12.76				2,347.42					2,347.42
Hawkins Street	698.25	21.00	99.82	2.83	.72				3.42				826.04					826.04
Hawthorne	1,373.50	54.00	153.52	2.45	1.44				7.16				1,592.07					1,592.07
Madison	1,317.75	51.00	146.37	4.26					10.17				1,529.55					1,529.55
Monmouth Street	1,748.50	69.00	200.90	6.92	.48				6.00				2,031.80					2,031.80
Morton Street	2,199.00	87.00	237.10	8.85					28.02				2,559.97					2,559.97
Newton	1,918.00	75.00	147.16	11.10	.96				16.88				2,169.10					2,169.10
Robert Treat	1,841.25	84.00	220.09	8.96	.96				5.46				2,160.72					2,160.72
South Street	873.50	30.00	128.62	4.65	1.44				2.22				1,040.33					1,040.33
South Eighth Street	1,217.75	54.00	164.21	2.79	.32				6.27				1,445.34					1,445.34
South Tenth Street	1,294.25	51.00	164.65	4.13					2.82				1,516.85					1,516.85
Sussex Avenue	1,068.75	57.00	116.77	5.50					2.68				1,250.70					1,250.70
Warren Street	1,119.75	60.00	193.11	4.15	.48				6.84				1,384.33					1,384.33
Washington Street	969.25	48.00	118.27	7.07	1.21				2.04				1,145.84					1,145.84
Webster	1,906.25	75.00	197.66	7.85	2.49				14.67				2,203.92					2,203.92
EVENING																		
High																		
Barringer Gymnasium	774.00	279.00		.22			86.64	334.18					1,474.04					1,474.04
Bergen Street	9,283.86	255.14	754.41	39.47	179.55		203.51	703.45	14.09				11,433.48			55.50	55.50	11,488.98
Central	18,276.50	589.50	1,613.83	52.48			596.52	170.92	39.69				21,338.94					21,338.94
East Side	11,177.50	331.50	1,288.86	44.44	82.81		307.88	110.81	40.93				13,384.73					13,384.73
Franklin	4,554.50	125.80	315.40	48.12			112.24	342.29	4.45				5,502.80					5,502.80
Morton Street	6,525.48	175.31	439.62	43.20			251.53	37.10	19.03				7,491.27					7,491.27
Robert Treat	8,525.38	245.45	923.07	44.56			147.83	559.07	3.30				10,448.65					10,448.65
Elementary																		
Belmont Avenue	8,030.00	285.75	247.61	35.95	63.83		380.28	1,039.88	27.60				10,116.90					10,116.90
Bergen Street	1,686.14	70.36	47.30	9.60			146.53	175.88	2.91				2,138.96					2,138.96
Central Avenue	3,053.00	136.62	190.57	18.36	61.25		210.09	484.16	13.86				4,167.91					4,167.91
Cleveland	4,432.50	174.00	207.14	21.80			283.61	589.18	14.55				5,722.78					5,722.78
Franklin	3,049.50	125.81	165.55	10.58	.04		80.81	291.58	3.71				3,727.58					3,727.58
Hamburg Place	3,245.00	147.00	110.76	25.47	133.32		189.48	404.80	4.78				4,260.61					4,260.61
Lafayette	4,253.00	173.62	279.08	42.86	90.75		285.23	409.24	7.79				5,601.57					5,601.57
Morton Street	5,083.40	175.31	195.82	26.41	35.75		181.11	41.83	19.57				5,759.20					5,759.20
Newton	3,630.00	161.24	144.70	29.85	95.18		324.12	354.08	8.28				4,747.45					4,747.45
Robert Treat	2,621.62	96.80	33.60	16.55	43.74		106.43	263.09	2.72				3,184.55					3,184.55
Seventh Avenue	3,455.00	157.13	276.58	15.83	23.17		234.99	729.30	16.84				4,908.90					4,908.90
South Street	2,110.00	110.37	174.61	17.53	12.01		117.49	230.59	1.60				2,774.20					2,774.20
South Eighth Street	2,170.00	111.87	112.40	27.63	21.45		229.13	294.64	3.27				2,970.39					2,970.39
South Market Street	1,989.00	105.12	77.60	24.75			84.04	303.99	.98				2,585.48					2,585.48
South Tenth Street	4,178.00	171.87	186.10	29.53	18.02		102.67	304.50	2.68				4,998.43					4,998.43
Washington Street	2,632.00	126.87	156.11	20.06			101.29	200.35	27.26				3,263.94					3,263.94
Webster Gymnasium	457.00	82.50		.18			139.25	112.18	1.74				792.85					792.85
Industrial																		
Boys' Industrial	3,260.50	128.24	602.42	18.66	28.22		175.08	831.55	5.12				5,049.74					5,049.74
Fawcett School of Industrial Arts	16,208.50	877.42	835.73	92.91	372.06		126.44	1,625.31	81.27	2,275.00	341.50	9.57	22,695.71	1,433.85		316.80	1,750.65	24,446.36
SPECIAL ACTIVITIES																		
Playgrounds	14,406.90	768.00	7,050.40						252.52				22,477.82					22,477.82
Afternoon School Lectures	296.23												296.23					296.23
Physical Training Field	1,270.00		.43	10.00	163.00				26.48		257.67		1,727.58			379.67	379.67	2,107.25
Public Lectures	10,590.00		15.05	279.55									10,884.60			12.01	12.01	10,896.61
School Gardens	83.25												83.25					83.25
Wider Use of School Buildings		132.00											132.00					132.00
TOTALS BY CLASSIFICATION																		
High Schools	365,726.92	33,602.21	31,945.24	1,457.32	3,077.73		7,310.82	2,561.43	1,028.28		3,811.47	1,977.85	452,499.27	4,761.01	1,015.99	13,389.05	19,166.05	471,665.32
Elementary Schools	1,508,202.10	117,106.59	71,158.06	3,441.28	9,273.73	9,280.79	38,923.54	15,983.96	7,366.95	933.07	21,612.44	8,606.75	1,811,919.25	54,419.81	1,984.40	39,500.28	95,908.99	1,907,828.24
Special Schools	47,357.84	5,844.74	9,709.86	78.60	648.92		979.51	403.86	152.80	840.00	818.95	105.75	66,940.42	2,738.02		1,089.33	3,827.35	70,767.77
Summer High Schools	3,550.00	102.00	263.50	5.53					21.85				3,942.88					3,942.88
Summer Elementary Schools	42,974.71	1,797.00	4,975.14	191.78	24.94				247.80				50,211.37					50,211.37
Evening High Schools	59,117.22	2,001.70	5,334.69	272.48	262.36		1,706.15	2,257.82	121.49				71,073.91			55.50	55.50	71,129.41
Evening Elementary Schools	56,025.16	2,412.24	2,605.53	373.20	598.51		3,202.56	6,289.37	100.14				71,666.70					71,666.70
Schools for Industries	41,561.65	2,007.89	4,700.53	221.49	756.71		689.74	2,841.09	114.47	2,275.00	1,014.90	18.92	56,172.39	3,911.67		5,880.34	9,792.01	65,964.40
Special Activities	26,646.38	900.00	7,065.88	289.55	163.00				279.00		257.67		35,601.48			391.68	391.68	35,993.16
Grand Totals	$2,151,151.98	$165,744.37	$137,758.42	$6,331.32	$14,805.90	$9,280.79	$52,812.31	$30,337.53	$9,432.78	$4,048.07	$27,515.43	$10,709.27	$2,620,047.67	$65,830.01	$3,000.39	$60,306.18	$129,136.58	$2,749,184.95

TABLE SHOWING ANNUAL COST PER PUPIL FOR SALARIES, SUPPLIES, REPAIRS, ETC., BASED ON AVERAGE ENROLLMENT AND ORDINARY EXPENSES AS SHOWN IN TABLE OF EXPENSES.

SCHOOLS	Enrollment	Teachers' Salaries	Janitors' Salaries	Printing	Text Books, Etc.	Furniture and General Supplies	Manual Training Supplies	Fuel	Light and Power	Water	Repairs	Heating Apparatus	Insurance and Rent	Totals
DAY SCHOOLS														
High														
Barringer	1,221	$83.13	$5.91	$0.27	$3.37	$0.69	....	$1.08	$1.86	$0.26	$0.82	$0.52	....	$97.91
Central C. & M. T.	1,385	82.87	7.73	.46	10.26	.79	....	1.57	.05	.16	.90	.32	....	105.11
East Side C. & M. T.	600	107.44	12.18	.33	12.98	1.01	....	1.87	.06	.35	1.98	.68	....	138.88
South Side	1,085	78.33	7.66	.27	5.38	.47	....	2.47	.14	.23	.35	.45	....	95.75
Elementary														
Abington Avenue	1,164	22.76	2.15	.05	1.24	.19	$0.14	.71	.43	.04	.13	.21	....	28.05
Alexander Street	897	27.03	2.14	.05	1.37	.10	.19	.69	.02	.10	.16	.08	....	31.93
Ann Street	1,193	25.67	1.62	.06	1.16	.13	.12	.55	.16	.05	.28	.22	....	30.02
Avon Avenue	1,485	26.38	2.01	.05	1.23	.13	.31	.73	.45	.07	.33	.10	....	31.79
Belmont Avenue	1,735	30.98	2.08	.06	1.44	.18	.17	.98	.45	.25	.33	.27	....	37.19
Bergen Street	1,574	26.44	2.10	.05	1.36	.15	.19	.81	.19	.14	.38	.19	....	32.00
Berkeley	781	25.76	2.42	.05	1.47	.13	.15	.81	.42	.11	.48	.13	....	31.93
Bruce Street	718	25.94	2.16	.07	1.07	.08	.16	.62	.06	.05	.94	.22	....	31.37
Burnet Street	1,298	28.53	2.38	.06	1.36	.16	.18	.63	.45	.17	.28	.17	$0.05	34.42
Camden Street	1,166	25.59	1.80	.06	1.05	.15	.13	.61	.03	.05	.40	.15	....	30.02
Carteret	932	26.53	2.13	.06	1.43	.18	.19	.47	.04	.06	.46	.02	....	31.57
Central Avenue	1,189	28.36	1.99	.08	1.37	.23	.19	.77	.34	.30	.30	.19	....	34.12
Charlton Street	1,608	26.67	1.58	.05	1.19	.16	.18	.70	.17	.05	.29	.08	....	31.12
Chestnut Street	771	29.22	2.40	.09	1.30	.18	.13	.52	.01	.12	.67	.20	....	34.84
Cleveland	1,776	24.50	1.71	.06	1.35	.15	.20	.70	.70	.27	.24	.09	....	29.97
Dayton	63	37.51	8.03	.10	1.11	.50	.12	1.98	....	.10	3.73	....	....	53.18
Eighteenth Avenue	1,273	25.64	2.25	.07	1.13	.16	.07	.55	.21	.04	.41	.10	....	30.63

SCHOOLS	Enrollment	Teachers' Salaries	Janitors' Salaries	Printing	Text Books, Etc.	Furniture and General Supplies	Manual Training Supplies	Fuel	Light and Power	Water	Repairs	Heating Apparatus	Insurance and Rent	Totals
Elizabeth Avenue	212	33.63	4.59	.11	.59	.19	.19	.82	.06	.66	.93	.10	....	41.87
Eliot	853	30.47	3.16	.06	1.38	.21	.22	1.27	.31	.12	.16	.23	....	37.59
Fifteenth Avenue	1,234	26.70	1.63	.06	1.19	.10	.18	.64	.08	.05	.45	.25	....	31.33
Fourteenth Avenue	1,146	27.67	2.03	.06	1.32	.12	.16	.76	.25	.03	.28	.08	....	32.76
Franklin	1,620	24.07	1.62	.06	1.24	.15	.18	.43	.06	.09	.46	.08	....	28.44
Garfield	977	29.72	2.16	.09	1.39	.17	.17	1.22	.52	.12	.58	.13	.03	36.30
Hamburg Place	1,559	25.42	1.77	.04	1.13	.19	.16	.53	.10	.11	.37	.26	....	30.08
Hawkins Street	646	23.32	2.32	.06	1.02	.20	.08	.41	.13	.10	1.12	.21	....	28.97
Hawthorne	1,133	28.47	2.22	.06	1.55	.17	.16	1.06	.48	.12	.42	.14	.14	34.99
Lafayette	1,532	24.68	1.71	.10	1.42	.17	.15	.82	.53	.12	.28	.14	....	30.12
Lawrence Street	372	32.67	3.39	.10	1.00	.15	.13	.74	.15	.29	.34	.42	....	39.38
Lincoln	563	26.44	2.47	.06	1.14	.07	.16	.54	.15	.06	.16	.09	....	31.34
Madison	1,436	26.51	1.77	.05	1.21	.11	.12	.61	.36	.16	.45	.12	....	31.47
Miller Street	1,254	27.87	2.45	.06	1.34	.12	.16	1.02	.66	.08	.40	.17	....	34.33
Monmouth Street	1,127	24.86	1.79	.05	1.23	.18	.10	.51	.03	.07	.47	.23	....	29.47
Montgomery	996	25.45	1.98	.06	1.26	.22	.15	.77	.43	.14	.30	.08	....	30.84
Morton Street	1,653	28.54	3.26	.05	1.30	.26	.20	.95	.02	.27	.43	.33	....	35.61
Newton	1,722	26.12	1.90	.05	1.25	.17	.16	.82	.63	.16	.36	.09	....	31.71
Ridge	539	27.75	3.64	.06	1.23	.15	.13	.78	.84	.18	.26	.17	....	35.19
Robert Treat	1,602	28.31	1.85	.07	1.36	.09	.20	.57	.10	.07	.23	.17	....	33.02
Robert Treat Annex (Market Street)	209	24.45	2.03	.06	1.19	.17	.09	.30	1.42	.28	.93	....	....	30.92
Roseville Avenue	463	31.33	2.37	.06	1.13	.15	.12	.63	.20	.12	.27	.05	....	36.43
Seventh Avenue	1,776	31.20	1.62	.08	1.47	.09	.18	.58	.39	.32	.26	.13	....	36.32
Seventh Avenue Annex (State Street)	105	30.46	4.95	.08	1.19	.26	.28	.50	.41	.16	1.42	.13	....	39.84
South Street	880	22.92	1.84	.05	.93	.20	.12	.58	.03	.05	.66	.05	....	27.43
South Eighth Street	1,271	30.35	2.15	.05	1.37	.20	.20	.79	.24	.13	.71	.18	....	36.37
South Market Street	929	26.46	1.80	.06	1.22	.09	.13	.39	.15	.03	.25	.28	....	30.86
South Tenth Street	1,069	26.07	1.61	.06	1.28	.10	.20	.42	.02	.04	.43	.18	....	30.41
South Tenth Street Annex (Blum St.)	81	26.36	....	.02	.43	.11	....	.54	....	....	....	....	6.67	34.13
Summer Avenue	675	31.00	2.48	.06	1.25	.11	.20	.61	.04	.17	1.25	.25	....	37.42
Summer Place	291	33.87	3.99	.09	1.06	.13	.11	1.45	.54	.07	.17	.25	....	41.73
Sussex Avenue	968	26.32	1.87	.06	1.34	.55	.12	.40	.20	.06	.45	.11	....	31.48
Walnut Street	355	27.79	3.03	.05	.83	.18	.15	.45	.02	.11	.28	.07	....	32.91
Warren Street	822	25.37	2.73	.07	.70	.38	.09	.41	.40	.13	.65	.23	....	31.16

Washington Street	781	31.46	2.30	.07	1.43	.17	.24	.57	.02	.04	.08	.09	....	36.47
Waverly Avenue	777	24.94	2.10	.07	1.19	.19	.14	.84	.09	.12	.40	.16	....	30.24
Webster	1,130	25.17	2.12	.05	1.19	.13	.17	.54	.30	.17	.47	.17	....	30.48
West Side	1,545	23.22	1.70	.05	1.57	.07	.13	.62	.39	.10	.09	.01	.09	28.04
Industrial														
Boys' Industrial	167	81.40	2.90	.21	11.69	.87	....	1.61	1.98	.22	2.81	.06	....	103.75
Girls' Industrial	84	101.05	6.16	.88	15.59	2.51	....	1.41	1.82	.48	2.43	....	....	132.33
Special														
Academy Street Ungraded	17	94.12	20.59	.21	1.31	1.90	....	....	....	....	....	....	....	118.13
Ungraded No. 1	46	84.08	16.70	.11	18.17	1.11	....	3.26	.21	.50	3.01	....	....	127.15
Ungraded No. 2	43	90.32	17.91	.11	16.24	1.57	....	3.05	.32	.22	4.97	....	....	134.71
Alyea Street Defectives	55	82.75	3.06	.19	19.52	1.70	....	1.94	.38	.35	1.71	.05	.15	111.80
Central Avenue Defectives	13	92.31	6.28	.01	7.83	.52	....	....	....	....	....	....	....	106.95
Coe's Place Defectives	98	72.88	10.03	.11	13.93	.95	....	2.33	.93	.39	1.43	.29	....	103.27
Newton Defectives	14	75.61	5.71	.06	10.81	.08	....	....	....	....	....	....	....	92.27
State Street Defectives	70	74.24	7.43	.13	16.84	.88	....	1.75	1.44	.16	....	....	....	102.87
School for Deaf	65	152.51	11.05	.40	11.60	1.20	....	2.12	1.64	.46	2.75	....	....	183.73
Washington Street Blind	12	168.73	6.51	.16	22.88	1.44	....	....	....	....	....	....	....	199.72
Camden Street Open Air	30	23.15	2.50	.01	8.61	.78	....	....	....	....	....	....	....	35.05
Elizabeth Avenue Open Air	44	59.48	22.96	.13	51.21	1.89	....	2.31	1.32	.41	1.24	1.69	....	142.64
Lafayette Open Air	28	19.34	1.26	....	5.79	.14	....	....	....	....	....	....	....	26.53
Montgomery Open Air	29	37.93	2.84	.01	8.97	.24	....	....	....	....	....	....	....	49.99
Morton Street Open Air	29	37.39	4.23	.01	10.95	.89	....	....	....	....	....	....	....	53.47
School for Crippled Children	22	40.13	....	.02	.11	....	....	....	....	....	....	....	....	40.26
SUMMER														
High														
Barringer	584	3.84	.12	.01	.07	....	....	....	....	.03	....	....	....	4.07
Central	380	4.55	.11	.01	.69	....	....	....	....	.02	....	....	....	5.38
Elementary														
Abington Avenue	760	2.11	.09	.01	.23	....	....	....	....	.01	....	....	....	2.45
Avon Avenue	698	2.44	.10	.02	.22	....	....	....	....	.01	....	....	....	2.79
Bergen Street	774	2.41	.10	.01	.33	....	....	....	....	.02	....	....	....	2.87
Bruce Street	272	2.44	.09	.01	.27	....	....	....	....	.01	....	....	....	2.82
Burnet Street	423	2.45	.10	.01	.31	....	....	....	....	.02	....	....	....	2.89

SCHOOLS	Enrollment	Teachers' Salaries	Janitors' Salaries	Printing	Text Books, Etc.	Furniture and General Supplies	Manual Training Supplies	Fuel	Light and Power	Water	Repairs	Heating Apparatus	Insurance and Rent	Totals
Camden Street	543	2.48	.13	.01	.26	......	......	......	......	.01	......	......	......	2.89
Carteret	360	2.58	.12	.01	.37	......	......	......	......	.01	......	......	......	3.09
Central Avenue	389	2.75	.10	.02	.36	......	......	......	......	.04	......	......	......	3.27
Charlton Street	717	2.20	.09	.01	.21	......	......	......	......	.01	......	......	......	2.52
Cleveland	1,150	2.42	.10	.01	.26	......	......	......	......	.03	......	......	......	2.82
Eighteenth Avenue	651	2.56	.11	.01	.27	......	......	......	......	.01	......	......	......	2.96
Fifteenth Avenue	609	2.29	.11	.01	.27	......	......	......	......	.01	......	......	......	2.69
Fourteenth Avenue	564	2.89	.12	.01	.42	......	......	......	......	......	......	......	......	3.44
Franklin	860	2.45	.10	.01	.26	......	......	......	......	.01	......	......	......	2.83
Hamburg Place	964	2.09	.09	.01	.23	......	......	......	......	.01	......	......	......	2.43
Hawkins Street	268	2.61	.08	.01	.37	......	......	......	......	.01	......	......	......	3.08
Hawthorne	473	2.90	.11	.01	.32	......	......	......	......	.02	......	......	......	3.36
Madison	530	2.49	.10	.01	.28	......	......	......	......	.02	......	......	......	2.90
Monmouth Street	688	2.54	.10	.01	.29	......	......	......	......	.01	......	......	......	2.95
Morton Street	860	2.56	.10	.01	.28	......	......	......	......	.03	......	......	......	2.98
Newton	852	2.25	.09	.01	.17	......	......	......	......	.02	......	......	......	2.54
Robert Treat	640	2.88	.13	.01	.34	......	......	......	......	.01	......	......	......	3.37
South Street	327	2.67	.09	.01	.39	......	......	......	......	.01	......	......	......	3.17
South Eighth Street	401	3.04	.13	.01	.41	......	......	......	......	.02	......	......	......	3.61
South Tenth Street	497	2.60	.10	.01	.33	......	......	......	......	......	......	......	......	3.04
Sussex Avenue	364	2.94	.16	.01	.32	......	......	......	......	.01	......	......	......	3.44
Warren Street	420	2.67	.14	.01	.46	......	......	......	......	.02	......	......	......	3.30
Washington Street	365	2.66	.13	.02	.32	......	......	......	......	.01	......	......	......	3.14
Webster	716	2.66	.10	.01	.28	......	......	......	......	.02	......	......	......	3.07
EVENING SCHOOLS														
High														
Barringer Gymnasium	52	......	......	.01	......	......	......	1.66	6.42	......	......	......	......	8.09
Bergen Street	504	18.42	.51	.08	1.50	......	......	.40	1.39	.03	......	......	......	22.33
Central	1,218	15.01	.48	.04	1.32	.14	......	.48	.14	.03	......	......	......	17.64
East Side	506	18.85	.56	.07	2.17	.13	......	.51	.18	.07	......	......	......	22.54
Franklin	251	18.15	.50	.19	1.26	......	......	.44	1.36	.02	......	......	......	21.92

Morton Street	364	17.93	.48	.12	1.21	......	......	.69	.10	.05	......	......	......	20.58
Robert Treat	391	21.80	.63	.11	2.36	......	......	.37	1.42	.01	......	......	......	26.70
Elementary														
Belmont Avenue	688	11.76	.42	.05	.37	.09	......	.56	1.52	.04	......	......	......	14.81
Bergen Street	131	12.87	.54	.08	.36	......	......	1.11	1.34	.02	......	......	......	16.32
Central Avenue	283	10.79	.48	.06	.67	.21	......	.74	1.71	.05	......	......	......	14.71
Cleveland	328	13.51	.53	.07	.63	......	......	.86	1.79	.04	......	......	......	17.43
Franklin	250	12.20	.50	.04	.66	......	......	.32	1.16	.01	......	......	......	14.89
Hamburg Place	273	11.89	.55	.09	.41	.48	......	.69	1.48	.02	......	......	......	15.61
Lafayette	382	11.13	.45	.11	.73	.23	......	.74	1.22	.02	......	......	......	14.63
Morton Street	455	11.18	.39	.06	.43	.07	......	.39	.09	.04	......	......	......	12.65
Newton	314	11.56	.51	.10	.46	.30	......	1.03	1.12	.03	......	......	......	15.11
Robert Treat	243	10.79	.40	.07	.14	.18	......	.43	1.08	.01	......	......	......	13.10
Seventh Avenue	331	10.44	.47	.05	.84	.07	......	.70	2.20	.05	......	......	......	14.82
South Street	176	11.99	.63	.10	.99	.06	......	.66	1.31	.01	......	......	......	15.75
South Eighth Street	157	13.82	.71	.18	.72	.13	......	1.45	1.87	.02	......	......	......	18.90
South Market Street	180	10.77	.58	.14	.43	......	......	.46	1.68	.01	......	......	......	14.07
South Tenth Street	340	12.29	.51	.09	.55	.05	......	.30	.89	.01	......	......	......	14.69
Washington Street	237	11.11	.54	.08	.66	......	......	.42	.84	.11	......	......	......	13.76
Webster Gymnasium	68	......	......	.01	......	......	......	2.04	1.64	.08	......	......	......	3.72
Industrial														
Boys'	147	22.18	.87	.13	4.10	.19	......	1.19	5.65	.03	......	......	......	34.34
Fawcett School of Industrial Arts	689	23.52	1.27	.13	1.21	.54	......	.18	2.20	.04	.50	.01	3.30	32.90
SPECIAL ACTIVITIES														
Playgrounds	10,808	1.33	.07	......	......	......	......	......	......	.02	......	......	......	1.42

TOTALS BY CLASSIFICATION

High Schools	4,291	82.88	7.83	.34	7.44	.72	......	1.70	.60	.24	.89	.46	......	103.10
Elementary Schools	55,926	26.97	2.09	.06	1.27	.17	.16	.70	.29	.13	.39	.16	.02	32.41
Special Schools	615	77.00	9.50	.13	15.79	1.06	......	1.59	.66	25	1.33	.17	1.37	108.85
Summer High Schools	864	4.11	.12	.01	.30	......	......	......	......	.03	......	......	......	4.57
Summer Elementary Schools	17,144	2.51	.10	.01	.29	......	......	......	......	.01	......	......	......	2.92
Evening High Schools	3,373	17.53	.59	.08	1.58	.08	......	.51	.67	.04	......	......	......	21.08
Evening Elementary Schools	4,831	11.60	.50	.08	.54	.12	......	.66	1.30	.03	......	......	......	14.83
Schools for Industries	1,087	38.23	1.85	.20	4.32	.70	......	.63	2.61	.11	.93	.02	2.09	51.69
Special Activities	10,808	1.33	.07	......	......	......	......	......	......	.02	......	......	......	1.42

TABLE SHOWING ANNUAL COST PER PUPIL FOR THE VARIOUS ITEMS OF EXPENDITURE IN THE SCHOOLS AS A TOTAL BY CLASSIFICATION, TOGETHER WITH A COMPARISON OF SUCH COST WITH THE PRECEDING YEAR

ACCOUNT	DAY SCHOOLS												EVENING SCHOOLS					
	High		Elementary		Industrial		Special		Summer				High		Elementary		Industrial	
									High		Elementary							
	1914	1915	1914	1915	1914	1915	1914	1915	1914	1915	1914	1915	1914	1915	1914	1915	1914	1915
Teachers' Salaries	$88.91	$82.88	$26.24	$26.97	$84.54	$87.98	$80.07	$77.00		$4.11	$2.71	$2.51	$18.14	$17.53	$11.19	$11.60	$19.15	$23.29
Janitors' Salaries	8.86	7.83	2.00	2.09	3.57	4.00	10.18	9.50		.12	.11	.10	.64	.59	.50	.50	1.08	1.20
Printing	.48	.34	.06	.06	.26	.44	.10	.13		.01	.01	.01	.06	.08	.09	.08	.14	.13
Text Books, etc.	11.11	7.44	1.23	1.27	13.39	13.00	13.78	15.79		.30	.36	.29	1.43	1.58	.55	.54	1.17	1.71
Furniture and General Supplies	.97	.72	.18	.17	1.41	1.42	1.55	1.06					.01	.08	.03	.12	.22	.48
Manual Training Supplies			.16	.16														
Fuel	2.03	1.70	.65	.70	1.33	1.55	1.82	1.59					.53	.51	.61	.66	.62	.36
Light and Power	.72	.60	.23	.29	3.02	1.93	.65	.66					.79	.67	1.31	1.30	2.72	2.82
Water	.30	.24	.13	.13	.33	.31	.26	.25		.03	.02	.01	.04	.04	.02	.03	.06	.04
Repairs	.76	.89	.37	.39	.17	2.68	1.57	1.33									.18	.41
Heating Apparatus	.35	.46	.10	.16		.04	.26	.17									.02	.01
Insurance and Rent	.21		.05	.02			2.37	1.37										2.72
Totals	$114.70	$103.10	$31.40	$32.41	$108.62	$113.35	$112.61	$108.85		$4.57	$3.21	$2.92	$21.64	$21.08	$14.30	$14.83	$25.36	$33.17

FINANCIAL STATISTICS

TABLE OF EXPENSES FOR EDUCATIONAL SUPPLIES SHOWING TOTAL COST AND AVERAGE RATE PER PUPIL BASED ON AVERAGE ENROLLMENT

SCHOOLS	Average Enrollment	APPROPRIATION ACCOUNTS										Library Equipment		Wood Working		Iron Working		Domestic Science		Domestic Art		Medical Inspection		Miscellaneous		Total	
		Text Books, Maps, etc.		Stationery		Paper		Laboratory Supplies		Miscellaneous																	
		Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate
DAY SCHOOLS																											
High																											
Barringer	1,221	$ 1,490.80	$1.23	$ 66.45	$0.05	$ 516.27	$0.42	$ 1,045.79	$0.86	$ 515.00	$0.42	—	—	$ 279.61	$0.22	$ 50.71	$0.05	$ 61.82	$0.05	$ 47.82	$0.04	$ .75	—	$ 19.71	$0.02	$ 4,111.32	$3.37
Central C. & M. T.	1,386	4,441.54	3.21	277.74	.20	1,425.00	1.03	1,465.11	1.06	1,966.39	1.42	$ 511.16	$0.37	1,236.14	.89	641.26	.46	75.00	.05	155.91	.11	11.85	$0.01	2,002.09	1.45	14,213.70	10.25
East Side C. & M. T.	600	2,200.15	3.66	164.52	.27	454.94	.76	849.60	1.42	917.25	1.53	450.00	.75	838.45	1.40	650.40	1.08	36.61	.06	180.52	.30	8.76	.01	1,022.96	1.70	7,784.20	12.97
South Side	1,066	2,607.02	2.45	66.62	.06	160.95	.15	680.69	.64	900.27	.85	[illegible]	.51	260.79	.24	—	—	64.05	.06	103.10	.09	10.44	.01	6.00	.01	6,880.96	6.45
Elementary								Occupation and Kindgn. Material						Manual Training													
Abington Avenue	1,164	606.56	.52	140.00	.12	247.07	.21	60.56	.05	253.18	.22	—	—	169.41	.14	—	—	53.96	.05	41.30	.04	35.56	.03	10.91	.01	1,618.10	1.39
Alexander Street	897	562.80	.63	[illegible]	.10	212.82	.24	50.00	.06	153.04	.17	—	—	178.74	.19	—	—	51.19	.06	74.51	.08	15.66	.02	9.07	.01	1,403.55	1.56
Ann Street	1,193	630.23	.53	[illegible]	.14	265.80	.22	106.72	.10	144.12	.12	—	—	151.17	.12	—	—	—	—	36.81	.03	31.14	.03	—	—	1,525.44	1.28
Avon Avenue	1,460	1,031.99	.71	[illegible]	.11	280.16	.19	67.78	.05	151.54	.10	—	—	456.45	.31	—	—	3.43	—	70.63	.05	22.59	.02	2.06	—	2,250.90	1.54
Belmont Avenue	1,730	879.25	.51	[illegible]	.22	612.06	.35	74.53	.04	329.91	.19	—	—	310.32	.17	—	—	92.42	.05	67.92	.04	53.31	.03	8.21	.01	2,807.50	1.62
Bergen Street	1,574	1,117.56	.71	[illegible]	.14	371.91	.24	59.51	.04	98.56	.06	—	—	299.56	.19	—	—	106.35	.06	126.00	.08	27.43	.02	10.00	.01	2,443.60	1.55
Berkeley	751	560.15	.74	[illegible]	.11	207.34	.27	42.97	.06	153.58	.20	—	—	119.47	.16	—	—	—	—	22.07	.03	45.07	.06	12.56	.01	1,208.35	1.61
Bruce Street	715	341.29	.48	[illegible]	.14	156.04	.22	33.56	.05	80.84	.11	—	—	115.61	.16	—	—	—	—	21.91	.03	25.42	.04	—	—	881.63	1.23
Burnet Street	1,298	835.01	.64	[illegible]	.11	376.61	.29	93.42	.07	133.07	.10	—	—	235.59	.18	—	—	78.67	.06	43.97	.04	39.10	.03	28.97	.02	2,001.45	1.54
Camden Street	1,166	503.53	.43	[illegible]	.14	225.23	.19	102.06	.09	172.63	.15	—	—	150.60	.13	—	—	—	—	19.84	.02	36.14	.03	—	—	1,378.82	1.19
Carteret	952	640.31	.67	[illegible]	.14	322.23	.34	58.06	.06	124.48	.13	—	—	183.59	.19	—	—	46.67	.05	36.17	.04	30.12	.03	53.69	.06	1,513.56	1.59
Central Avenue	1,159	721.77	.61	[illegible]	.15	366.94	.31	73.50	.06	148.20	.12	—	—	230.06	.19	—	—	51.66	.05	45.46	.04	39.42	.03	—	—	1,857.54	1.60
Charlton Street	1,608	910.38	.57	[illegible]	.11	456.96	.28	128.66	.08	134.93	.08	—	—	200.25	.15	—	—	4.11	—	46.81	.03	30.65	.02	18.40	.01	2,206.56	1.37
Chestnut Street	771	443.96	.58	[illegible]	.12	184.76	.24	43.50	.05	70.22	.09	—	—	102.64	.13	—	—	54.06	.07	46.55	.06	19.94	.03	50.00	.06	1,104.43	1.43
Cleveland	1,776	1,297.74	.73	[illegible]	.09	233.66	.13	107.78	.10	390.46	.22	—	—	357.92	.20	—	—	23.29	.02	70.94	.04	38.25	.02	4.43	—	2,745.87	1.55
Dayton	63	23.03	.37	[illegible]	.14	12.90	.21	6.26	.10	9.25	.14	—	—	7.60	.12	—	—	—	—	—	—	9.66	.15	.01	—	77.50	1.23
Eighteenth Avenue	1,278	623.10	.49	[illegible]	.11	324.42	.26	86.31	.07	128.52	.10	—	—	94.77	.07	—	—	66.98	.05	39.58	.03	26.42	.02	1.11	—	1,533.36	1.20
Elizabeth Avenue	212	43.71	.20	[illegible]	.03	14.00	.07	17.01	.08	19.17	.09	—	—	40.25	.19	—	—	—	—	—	—	25.64	.12	—	—	165.62	.78
Eliot	853	427.51	.50	[illegible]	.11	231.81	.27	91.07	.11	173.92	.20	—	—	188.94	.22	—	—	59.74	.07	28.47	.03	21.19	.02	50.60	.06	1,367.07	1.60
Fifteenth Avenue	1,234	611.45	.49	[illegible]	.09	250.56	.20	118.17	.10	169.51	.14	—	—	221.91	.18	—	—	82.18	.07	79.69	.06	82.48	.07	10.00	.01	1,687.84	1.37
Fourteenth Avenue	1,146	704.46	.62	[illegible]	.09	309.79	.27	42.29	.04	220.51	.19	—	—	183.14	.16	—	—	80.55	.07	50.11	.04	50.80	.04	—	—	1,696.43	1.48
Franklin	1,620	882.06	.55	[illegible]	.11	319.12	.20	87.19	.05	309.54	.19	—	—	302.93	.18	—	—	83.03	.05	51.02	.03	30.62	.02	60.90	.04	2,307.11	1.42
Garfield	977	652.64	.67	[illegible]	.12	244.35	.25	189.52	.14	117.88	.12	—	—	167.22	.17	—	—	—	—	46.80	.05	44.91	.04	—	—	1,524.21	1.56
Hamburg Place	1,569	960.44	.62	[illegible]	.09	314.18	.20	94.51	.06	147.06	.09	—	—	251.62	.16	—	—	106.70	.07	—	—	39.68	.03	4.50	—	2,018.10	1.29
Hawkins Street	646	249.20	.39	[illegible]	.13	106.29	.16	90.30	.14	83.19	.13	—	—	52.98	.08	—	—	—	—	15.76	.02	27.75	.04	.32	—	712.53	1.10
Hawthorne	1,133	918.08	.81	160.14	.14	296.93	.26	70.45	.06	159.66	.14	—	—	181.51	.16	—	—	59.94	.05	58.72	.05	20.63	.02	10.92	.01	1,935.26	1.71
Lafayette	1,532	1,170.93	.76	[illegible]	.12	360.57	.24	60.65	.04	176.56	.12	—	—	225.21	.15	—	—	115.64	.07	59.26	.04	30.10	.02	10.00	.01	2,397.60	1.57
Lawrence Street	372	105.58	.28	36.72	.10	83.95	.23	49.32	.13	67.69	.18	—	—	49.75	.13	—	—	—	—	5.55	.02	22.84	.06	.26	—	421.66	1.13
Lincoln	563	214.14	.38	40.42	.08	144.93	.26	46.75	.08	171.65	.30	—	—	85.75	.16	—	—	—	—	14.50	.03	5.90	.01	—	—	733.07	1.30
Madison	1,436	926.24	.65	127.90	.09	308.35	.21	48.62	.03	153.67	.11	—	—	170.92	.12	—	—	71.50	.05	56.82	.04	33.68	.02	6.00	.01	1,902.76	1.33
Miller Street	1,254	873.47	.69	124.67	.10	318.00	.27	74.38	.05	152.50	.12	—	—	198.56	.16	—	—	60.06	.05	37.83	.03	35.85	.03	6.74	—	1,880.94	1.50
Monmouth Street	1,127	750.38	.66	100.17	.09	170.60	.15	108.77	.10	144.69	.13	—	—	117.60	.10	—	—	—	—	63.08	.06	32.17	.03	15.25	.01	1,502.71	1.33
Montgomery	996	472.88	.47	152.75	.15	256.75	.26	65.43	.07	249.86	.25	—	—	150.16	.15	—	—	—	—	19.73	.02	26.82	.03	10.76	.01	1,404.64	1.41
Morton Street	1,653	1,003.65	.61	172.60	.10	381.21	.23	65.96	.04	227.56	.14	—	—	326.06	.20	—	—	68.20	.04	47.71	.03	49.81	.03	140.00	.08	2,482.67	1.50
Newton	1,722	927.48	.54	269.97	.16	485.90	.28	132.27	.08	226.95	.13	—	—	276.52	.16	—	—	—	—	48.09	.03	52.63	.03	2.26	—	2,422.07	1.41
Ridge	539	337.39	.63	33.32	.06	111.77	.21	37.82	.07	99.31	.18	—	—	72.60	.13	—	—	3.29	.01	22.82	.04	12.50	.02	4.49	.01	734.81	1.36
Robert Treat	1,602	1,049.95	.66	194.84	.12	327.60	.20	120.41	.07	305.61	.19	—	—	323.43	.20	—	—	94.69	.06	57.30	.04	28.51	.02	6.61	.01	2,508.95	1.57
Robert Treat Annex (Market Street)	209	133.76	.64	29.31	.14	47.18	.23	1.55	.01	13.42	.06	—	—	19.43	.09	—	—	—	—	6.06	.03	17.08	.08	—	—	267.79	1.28
Roseville Avenue	463	173.17	.38	35.66	.08	106.12	.23	57.14	.12	67.64	.14	—	—	57.44	.12	—	—	—	—	6.29	.01	26.61	.06	50.00	.11	580.07	1.25
Seventh Avenue	1,776	1,106.54	.62	228.46	.13	442.32	.25	201.62	.11	377.23	.21	—	—	320.38	.18	—	—	3.29	—	57.41	.03	121.90	.07	76.71	.05	2,937.95	1.65
Seventh Avenue Annex (State Street)	105	55.40	.53	11.96	.11	26.19	.25	3.73	.04	19.12	.18	—	—	29.89	.28	—	—	—	—	1.21	.01	6.91	.07	—	—	154.41	1.47
South Street	880	349.97	.40	86.28	.10	170.65	.19	43.59	.05	101.09	.12	—	—	110.82	.12	—	—	19.07	.02	18.49	.02	25.77	.03	—	—	925.73	1.05
South Eighth Street	1,271	960.64	.75	117.13	.09	263.05	.21	54.17	.04	111.39	.09	—	—	257.71	.20	—	—	116.14	.09	68.00	.05	41.98	.03	13.16	.01	2,003.37	1.57
South Market Street	929	538.36	.58	110.90	.12	272.60	.29	80.69	.09	54.00	.06	—	—	117.57	.13	—	—	—	—	32.67	.03	42.64	.05	.96	—	1,250.38	1.35
South Tenth Street	1,060	553.78	.52	114.78	.11	253.47	.24	75.43	.07	155.76	.14	—	—	223.54	.20	—	—	97.39	.09	58.15	.06	54.58	.05	—	—	1,586.53	1.48
South Tenth Street Annex (Blum St.)	[illegible]	—	—	10.24	.13	[illegible]	.17	—	—	10.87	.13	—	—	—	—	—	—	—	—	—	—	—	—	—	—	85.12	.43
[illegible] Avenue	675	425.22	.63	48.98	.07	187.66	.28	23.80	.03	145.56	.22	—	—	183.91	.20	—	—	1.64	—	—	—	18.48	.03	—	—	978.25	1.45
[illegible] Place	291	108.24	.37	29.03	.10	72.24	.25	31.67	.11	49.19	.17	—	—	33.22	.11	—	—	—	—	2.16	.01	15.89	.05	—	—	341.14	1.17
Sussex Avenue	968	677.25	.70	110.72	.11	239.72	.25	35.15	.04	126.49	.13	—	—	114.95	.12	—	—	7.67	.01	42.58	.04	44.39	.05	11.19	.01	1,410.11	1.46
Walnut Street	355	111.38	.32	21.39	.06	37.59	.11	44.85	.12	67.56	.19	—	—	54.96	.15	—	—	—	—	—	—	13.00	.04	.06	—	350.88	.99
Warren Street	822	111.57	.14	89.30	.11	157.45	.19	75.38	.09	100.14	.12	—	—	73.90	.09	—	—	—	—	12.91	.01	32.58	.04	—	—	653.18	.79
Washington Street	781	624.85	.80	70.66	.09	164.27	.21	62.64	.08	123.89	.16	—	—	188.43	.24	—	—	—	—	31.49	.04	35.15	.05	.60	—	1,301.98	1.67
Waverly Avenue	777	388.36	.50	94.94	.12	152.61	.20	82.78	.10	156.22	.20	—	—	108.93	.14	—	—	—	—	13.86	.02	32.96	.04	6.28	.01	1,034.64	1.33
Webster	1,130	366.92	.32	104.46	.09	251.11	.22	158.91	.14	308.55	.27	—	—	188.10	.17	—	—	.14	—	19.58	.02	43.06	.04	102.47	.09	1,532.86	1.36
West Side	1,545	1,286.85	.83	157.56	.10	455.38	.30	138.90	.09	207.42	.13	—	—	204.94	.13	—	—	—	—	45.90	.03	78.78	.05	54.68	.04	2,630.41	1.70
Industrial										Printing		Electrical Work		Wood Working													
Boys' Industrial	167	44.72	.27	46.75	.28	78.05	.46	—	—	346.44	2.07	310.90	1.86	423.98	2.54	383.28	2.30	—	—	—	—	—	—	318.70	1.91	1,962.82	11.69
Girls' Industrial	84	137.55	1.64	37.64	.45	41.16	.49	—	—	—	—	—	—	—	—	—	—	79.96	.95	785.32	9.35	8.66	.10	219.27	2.61	1,309.56	15.59
Special												Transportation		*Food													
Academy Street Ungraded	17	—	—	3.48	.20	—	—	8.21	.48	—	—	—	—	—	—	—	—	—	—	—	—	.66	.04	10.00	.59	22.35	1.31
Ungraded No. 1	46	17.31	.38	10.80	.23	8.84	.19	217.30	4.74	—	—	—	—	553.01	12.02	—	—	13.52	.29	—	—	8.45	.18	6.51	.14	835.74	18.17
Ungraded No. 2	43	3.48	.08	6.71	.16	8.18	.19	83.45	1.94	—	—	—	—	577.40	13.43	—	—	14.53	.33	—	—	2.16	.05	2.46	.06	698.87	16.24
Ayres Street Defectives	55	14.10	.26	13.23	.24	6.08	.11	354.42	6.44	—	—	97.20	1.77	442.11	8.04	—	—	52.80	.96	—	—	9.27	.17	84.45	1.53	1,073.66	19.52
Central Avenue Defectives	13	—	—	2.57	.20	.36	.03	55.32	4.25	—	—	—	—	42.80	3.29	—	—	—	—	—	—	—	—	.73	.06	101.78	7.83
Coe's Place Defectives	98	19.86	.20	11.13	.11	8.86	.09	475.87	4.86	—	—	59.40	.61	464.97	4.74	—	—	39.00	.40	—	—	13.38	.14	272.57	2.78	1,365.13	13.93
Newton Defectives	14	—	—	2.26	.16	1.45	.10	90.66	6.48	—	—	—	—	41.28	2.95	—	—	—	—	—	—	—	—	15.70	1.12	151.35	10.81
State Street Defectives	70	29.84	.43	5.46	.08	10.93	.15	440.29	6.29	—	—	162.90	2.33	398.33	5.69	—	—	—	—	—	—	—	—	131.17	1.87	1,178.92	16.84
School for Deaf	65	83.53	1.28	26.59	.41	31.57	.48	110.46	1.71	—	—	396.00	6.09	—	—	—	—	10.88	.17	—	—	2.85	.04	92.40	1.42	754.28	11.60
Washington Street Blind	12	35.65	2.97	1.02	.09	1.23	.10	7.79	.65	—	—	154.00	12.83	—	—	—	—	—	—	—	—	—	—	74.88	6.24	274.52	22.88
Camden Street Open Air	30	3.00	.10	—	—	—	—	—	—	—	—	43.20	1.44	210.16	7.00	—	—	—	—	—	—	—	—	2.00	.07	258.36	8.61
Elizabeth Avenue Open Air	44	9.90	.23	6.64	.15	12.32	.28	2.84	.06	—	—	504.00	11.46	1,579.17	35.89	—	—	—	—	—	—	47.33	1.07	90.90	2.07	2,253.10	51.21
Lafayette Open Air	28	1.50	.05	—	—	—	—	—	—	—	—	—	—	160.62	5.74	—	—	—	—	—	—	—	—	—	—	162.12	5.79
Montgomery Open Air	29	—	—	—	—	—	—	.23	.01	—	—	39.60	1.36	218.61	7.54	—	—	—	—	—	—	—	—	1.70	.06	260.14	8.97
Morton Street Open Air	29	—	—	—	—	—	—	—	—	—	—	44.10	1.52	269.98	9.31	—	—	—	—	—	—	—	—	3.45	.12	317.53	10.95
School for Crippled Children	22	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	2.51	.11	—	—	—	—	2.51	.11
SUMMER																											
High										Miscellaneous																	
Barringer	534	—	—	1.73	—	32.66	.06	—	—	1.83	.01	—	—	—	—	—	—	—	—	—	—	—	—	—	—	36.22	.07
Central	330	16.00	.05	28.34	.08	101.77	.31	—	—	81.17	.25	—	—	—	—	—	—	—	—	—	—	—	—	—	—	227.28	.69
Elementary																											
Abington Avenue	760	—	—	28.24	.04	53.02	.07	5.07	.01	82.09	.11	—	—	—	—	—	—	—	—	1.05	—	.96	—	—	—	170.43	.22
Avon Avenue	698	—	—	27.63	.04	29.55	.04	26.65	.04	68.03	.09	—	—	—	—	—	—	—	—	1.09	—	3.58	.01	—	—	156.53	.22
Bergen Street	774	—	—	30.88	.04	26.94	.04	.97	—	172.35	.22	—	—	—	—	—	—	17.02	.02	2.10	—	5.54	.01	2.04	—	257.84	.33
Bruce Street	272	—	—	10.99	.04	1.07	—	—	—	57.20	.21	—	—	—	—	—	—	—	—	1.08	—	3.13	.02	—	—	73.47	.27
Burnet Street	423	—	—	16.89	.04	22.34	.05	6.76	.02	64.08	.15	—	—	—	—	—	—	14.46	.04	1.27	—	1.56	—	2.04	.01	129.39	.31
Camden Street	543	—	—	25.01	.05	33.15	.06	21.39	.04	57.65	.10	—	—	—	—	—	—	—	—	1.05	—	5.18	.01	—	—	143.43	.26
Carteret	360	—	—	5.80	.02	2.39	.01	1.42	—	87.26	.24	—	—	—	—	—	—	21.65	.06	5.91	.02	1.08	—	8.14	.02	133.65	.37
Central Avenue	389	—	—	17.72	.04	14.22	.04	2.09	.01	80.96	.21	—	—	—	—	—	—	16.97	.04	1.77	.01	3.21	.01	1.61	—	138.55	.36
Charlton Street	717	—	—	10.41	.01	23.33	.03	11.74	.02	103.93	.14	—	—	—	—	—	—	—	—	3.87	.01	—	—	—	—	153.28	.21
Cleveland	1,159	—	—	44.14	.04	62.35	.05	47.92	.04	144.24	.12	—	—	—	—	—	—	—	—	8.36	.01	—	—	—	—	307.01	.26
Eighteenth Avenue	651	—	—	24.20	.04	32.24	.05	26.88	.04	71.48	.11	—	—	—	—	—	—	13.58	.02	1.73	—	—	—	2.70	—	172.31	.26
Fifteenth Avenue	609	—	—	21.75	.03	16.35	.03	20.19	.03	71.76	.12	—	—	—	—	—	—	18.64	.03	4.67	.01	10.24	.02	2.56	—	166.16	.27
Fourteenth Avenue	564	—	—	30.71	.05	35.70	.06	8.41	.02	138.90	.25	—	—	—	—	—	—	15.09	.03	3.56	.01	1.69	—	.35	—	234.43	.42
Franklin	860	—	—	21.23	.02	35.83	.04	5.59	.01	140.06	.16	—	—	—	—	—	—	14.47	.02	4.69	—	5.01	.01	1.01	—	227.89	.26
Hamburg Place	964	—	—	21.72	.02	18.90	.02	5.47	.01	152.73	.16	—	—	—	—	—	—	17.05	.02	5.67	—	.67	—	.51	—	222.62	.23
Hawkins Street	268	—	—	10.80	.04	16.41	.06	9.00	.03	58.22	.22	—	—	—	—	—	—	—	—	8.83	.01	2.06	.01	—	—	99.82	.37
Hawthorne	473	—	—	20.83	.04	21.59	.05	—	—	84.88	.18	—	—	—	—	—	—	20.61	.04	4.96	.01	.23	—	.42	—	158.52	.33
Madison	530	—	—	18.60	.04	10.71	.02	—	—	89.15	.17	—	—	—	—	—	—	22.95	.04	2.92	.01	—	—	2.04	—	146.37	.28
Monmouth Street	688	—	—	31.54	.05	45.42	.07	29.88	.04	86.07	.12	—	—	—	—	—	—	—	—	5.87	.01	.94	—	1.18	—	200.90	.29
Morton Street	860	—	—	40.44	.05	16.79	.02	—	—	154.78	.18	—	—	—	—	—	—	15.66	.02	8.29	.01	—	—	1.14	—	237.10	.28
Newton	852	—	—	31.58	.04	20.46	.02	4.11	—	88.87	.11	—	—	—	—	—	—	—	—	2.09	—	.05	—	—	—	147.16	.17
Robert Treat	640	—	—	19.48	.03	27.59	.04	8.81	.01	137.83	.22	—	—	—	—	—	—	16.99	.03	4.67	.01	3.33	—	1.89	—	220.09	.34
South Street	327	—	—	9.55	.03	14.72	.04	11.41	.03	61.42	.19	—	—	—	—	—	—	23.36	.07	4.58	.01	1.76	.01	1.72	.01	128.52	.39
South Eighth Street	401	—	—	11.60	.03	9.63	.03	5.33	.01	93.62	.23	—	—	—	—	—	—	30.20	.07	4.36	.01	6.50	.02	2.97	.01	164.21	.41
South Tenth Street	497	—	—	20.27	.04	17.22	.03	3.39	.01	92.26	.19	—	—	—	—	—	—	21.72	.04	3.59	.01	4.76	.01	1.44	—	164.65	.33
Sussex Avenue	364	—	—	26.58	.07	15.86	.04	—	—	64.29	.18	—	—	—	—	—	—	—	—	7.14	.02	2.90	.01	—	—	116.77	.32
Warren Street	420	—	—	11.03	.03	4.82	.01	15.39	.04	153.35	.36	—	—	—	—	—	—	—	—	3.03	.01	5.49	.01	—	—	193.11	.46
Washington Street	365	—	—	9.74	.03	9.71	.03	3.93	.01	78.17	.21	—	—	—	—	—	—	—	—	9.22	.02	7.50	.02	—	—	118.27	.32
Webster	715	—	—	33.63	.05	52.36	.07	32.24	.05	73.06	.10	—	—	—	—	—	—	—	—	6.37	.01	—	—	—	—	197.66	.28
EVENING SCHOOLS																											
High																											
Bergen Street	504	178.28	.35	34.22	.07	26.94	.05	420.68	.84	19.82	.04	—	—	—	—	—	—	57.36	.11	17.11	.04	—	—	—	—	754.41	1.50
Central	1,218	385.11	.31	35.97	.03	143.06	.12	918.35	.75	30.71	.03	—	—	—	—	—	—	89.92	.07	10.21	.01	—	—	—	—	1,613.83	1.32
East Side	593	65.36	.11	21.44	.03	74.93	.12	924.76	1.56	112.00	.19	—	—	—	—	—	—	40.85	.07	16.02	.03	—	—	33.50	.06	1,288.86	2.17
Franklin	251	79.50	.32	—	—	11.00	.04	65.20	.26	25.18	.10	—	—	—	—	—	—	29.58	.12	4.94	.02	—	—	100.00	.40	315.40	1.26
Morton Street	364	212.06	.58	2.44	.01	19.84	.05	73.43	.20	69.49	.19	—	—	—	—	—	—	55.07	.15	7.29	.02	—	—	—	—	439.62	1.21
Robert Treat	391	188.94	.48	44.82	.12	94.34	.24	67.24	.17	101.76	.26	—	—	—	—	—	—	12.69	.03	13.28	.04	—	—	400.00	1.02	923.07	2.36
Elementary																											
Belmont Avenue	683	97.51	.14	33.42	.05	43.[illegible]	.07	—	—	44.50	.07	—	—	—	—	—	—	24.63	.03	4.28	—	—	—	—	—	247.61	.36
Bergen Street	131	22.50	.17	—	—	—	—	—	—	—	—	—	—	—	—	—	—	8.76	.07	16.04	.12	—	—	—	—	47.30	.36
Central Avenue	283	48.88	.17	26.57	.09	24.90	.09	53.61	.19	—	—	—	—	—	—	—	—	24.27	.09	12.34	.04	—	—	—	—	190.57	.67
Cleveland	328	30.24	.09	46.21	.14	106.74	.33	—	—	10.00	.03	—	—	—	—	—	—	—	—	13.95	.04	—	—	—	—	207.14	.63
Franklin	250	82.00	.33	26.07	.10	1.00	—	13.89	.06	9.50	.04	—	—	—	—	—	—	12.14	.05	20.95	.08	—	—	—	—	165.55	.66
Hamburg Place	273	10.85	.04	28.03	.10	16.31	.06	—	—	8.23	.03	—	—	—	—	—	—	28.15	.11	19.19	.07	—	—	—	—	110.76	.41
Lafayette	382	119.70	.31	53.97	.14	58.62	.16	16.14	.04	21.84	.06	—	—	—	—	—	—	—	—	8.81	.02	—	—	—	—	279.08	.73
Morton Street	455	65.12	.14	32.08	.07	34.31	.08	18.42	.04	24.40	.05	—	—	—	—	—	—	12.41	.03	8.48	.02	—	—	—	—	195.82	.43
Newton	314	54.48	.17	41.10	.13	32.63	.11	—	—	10.15	.03	—	—	—	—	—	—	—	—	6.34	.02	—	—	—	—	144.70	.46
Robert Treat	243	—	—	4.80	.02	—	—	—	—	—	—	—	—	—	—	—	—	15.02	.06	13.78	.06	—	—	—	—	83.60	.34
Seventh Avenue	331	64.28	.20	49.84	.15	26.79	.08	124.81	.38	8.00	.02	—	—	—	—	—	—	—	—	2.86	.01	—	—	—	—	276.58	.84
South Street	176	22.75	.13	14.08	.08	9.45	.05	62.81	.36	6.00	.03	—	—	—	—	—	—	54.74	.31	4.78	.03	—	—	—	—	174.61	.99
South Eighth Street	157	29.52	.19	19.78	.13	19.93	.13	—	—	4.80	.03	—	—	—	—	—	—	33.81	.21	4.56	.03	—	—	—	—	112.40	.72
South Market Street	180	31.20	.17	22.08	.12	11.86	.07	—	—	4.72	.03	—	—	—	—	—	—	—	—	7.14	.04	—	—	—	—	77.60	.43
South Tenth Street	340	79.80	.24	14.46	.04	10.66	.03	34.57	.10	8.00	.02	—	—	—	—	—	—	23.42	.07	7.99	.03	—	—	7.20	.02	186.10	.55
Washington Street	237	13.44	.06	19.44	.08	17.19	.08	60.68	.25	39.08	.16	—	—	—	—	—	—	—	—	6.28	.03	—	—	—	—	156.11	.66
Industrial										Printing		Electrical Work		Wood Working													
Boys'	147	10.00	.07	18.00	.12	5.23	.04	—	—	65.82	.45	80.00	.54	189.04	1.28	157.43	1.08	—	—	—	—	—	—	76.90	.52	602.42	4.10
Fawcett School of Industrial Arts	689	164.24	.24	4.84	.01	3.77	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	662.88	.96	835.73	1.21
SPECIAL ACTIVITIES										Light Apparatus														Heavy Apparatus and Repairs			
Playgrounds	10,808	—	—	—	—	—	—	696.23	.06	1,547.29	.14	—	—	—	—	—	—	—	—	—	—	—	—	4,806.88	.45	7,050.40	.65
										Miscellaneous																	
Lectures	—	—	—	—	—	—	—	—	—	15.05	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	15.05	—
Physical Training Field	—	—	—	—	—	—	—	—	—	.43	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	.43	—
TOTALS BY CLASSIFICATION																											
High Schools	4,291	10,781.23	2.51	568.53	.13	2,590.19	.60	4,058.24	.95	4,297.91	1.00	1,840.98	.43	2,604.09	.61	1,357.15	.32	270.61	.06	489.85	.11	31.80	.01	3,050.76	.71	31,945.24	7.44
Elementary Schools	55,926	32,924.70	.59	6,460.95	.11	13,200.80	.24	4,006.43	.07	8,249.05	.15	—	—	9,280.79	.16	—	—	1,663.46	.03	1,933.78	.03	1,859.55	.03	860.35	.02	80,438.84	1.43
Special Schools	615	218.17	.36	89.89	.15	89.82	.15	1,846.84	3.00	—	—	1,500.40	2.44	4,958.44	8.06	—	—	130.82	.21	2.51	—	84.10	.14	788.87	1.28	9,709.86	15.79
Summer High Schools	864	16.00	.02	30.07	.03	134.43	.16	—	—	83.00	.10	—	—	—	—	—	—	—	—	—	—	—	—	—	—	263.50	.30
Summer Elementary Schools	17,144	—	—	632.99	.04	690.67	.04	313.54	.02	2,808.19	.16	—	—	—	—	—	—	300.42	.02	118.31	.01	77.26	—	33.76	—	4,975.14	.29
Evening High Schools	3,373	1,109.25	.33	138.89	.04	370.11	.11	2,469.66	.73	358.96	.11	—	—	—	—	—	—	285.17	.08	68.85	.02	—	—	533.50	.16	5,334.69	1.58
Evening Elementary Schools	4,831	772.27	.16	433.13	.09	413.61	.09	384.93	.08	199.22	.04	—	—	—	—	—	—	237.40	.05	157.77	.03	—	—	7.20	—	2,605.53	.54
Schools for Industries	1,087	356.51	.33	107.23	.10	128.21	.12	—	—	412.26	.37	390.90	.36	613.02	.56	540.71	.50	79.96	.07	785.32	.73	8.66	.01	1,277.75	1.17	4,700.53	4.33
Special Activities	10,808	—	—	—	—	—	—	696.23	—	1,562.77	—	—	—	—	—	—	—	—	—	—	—	—	—	4,806.88	—	7,065.88	—
Grand Totals		$46,181.13		$8,460.66		$17,617.54		$13,775.87		$17,971.36		$3,732.28		$17,457.24		$1,897.86		$2,968.14		$3,556.39		$2,061.35		$11,359.07		$147,039.21	

PRESIDENT'S REPORT

To the Honorable, The Board of Education, Newark, N. J.

GENTLEMEN:—Twelve months have passed since the organization of this Board. In a general way, we have great cause for gratification. The growth of our system has been great, and the development has been of a most substantial and positive character. It seems fitting at this time that we pause for the purpose of inventorying the result of our efforts in the many activities during that time. I am, therefore, impelled to comment specifically on some of the important subjects.

BUILDINGS AND SITES During the year we have completed several additions to school buildings, besides acquiring by purchase one building for special classes. The buildings completed include the Burnet Street auditorium, and the additions to the West Side, Hawthorne Avenue, Lafayette and the Garfield schools. The buildings now in process of erection include the Robert Treat and the McKinley schools. There are plans under way for several other buildings. New sites have been secured and additional land near some of the buildings. There should be a number of sites purchased during the coming year in order that suitable places may be provided at a reasonable cost in rapidly developing districts.

Notwithstanding the great amount of work done in recent years, we are scarcely keeping pace with the growth of the city's school population. The rapid growth has rendered it exceedingly difficult to provide sufficient class rooms to supply the need. In fact, we now have a large number of pupils who are required to attend half-day classes. It is likely that this condition will continue, unless we are able to find some effective remedy other than the erection of new buildings. This problem has received considerable attention, and I think a feasible solution is to use the buildings for two sets of children by beginning somewhat earlier in the morning and continuing a little later in the afternoon. Why should our buildings be used only five hours of a twenty-four hour day, or about nine hundred and sixty hours of an eight thousand seven hundred and sixty hour year? The large sums of money invested in school buildings and grounds make it advisable to put them to greater use. I suggest that some definite steps be taken to make possible a greater use of our buildings.

CONSTRUCTION DEPARTMENT Since the establishment of our construction department, there has been some uncertainty on the part of a few citizens as to the wisdom of the Board in taking this important step. I feel more strongly now than at any other time that the Board was right in organizing its own architectural and engineering departments. It was not a mistake, for large sums of money have been saved to the city by this action. If there is still doubt in the mind of any one, an inspection of the new buildings will remove it. In construction, appearance and convenience, they are excellent. It will be found, also, by comparison with buildings erected in other parts of the country that the value of Newark's buildings, class room for class room, is greater. It is a pleasure to call the attention of citizens to this most successful venture.

The repair department, also, is an essential part of our organization. Our schools to-day present a most favorable condition with respect to their up-keep. The sanitary conditions are better than they have ever been. The lighting is better. The dirty courts, corridors, cellars, closets, etc., have all been eliminated. The schools are pleasant places for the pupils and teachers to occupy.

SPECIAL CLASSES It is gratifying to comment on the progress made in the care and education of unfortunate children. Great good has been accomplished, and, though the expense is heavy, the wisdom of this effort cannot well be questioned. Our plan for the incorrigibles and for the blind, the deaf, and for other physical and mental defectives has met with general approval. We have recently transferred some scattered classes to a central building rented for the purpose, thus making the third school in the system for mental defectives. This was a wise move, since it made better teaching possible. In these central schools we may be able to develop a scheme of vocational training for these children that will eventually make them, or some of them, self-supporting.

It is, however, my belief that stronger lines of demarcation should be drawn in order that there may be a beginning and an ending to this work of providing for the unfortunate. Care must be taken that the public be not required to assume too much of the parental duty. In my judgment, there is such a danger in this clamoring and progressive age. The cost of these special schools is so much greater than that of our regular schools that it is desirable to call the special attention of the Board to the fact. The per capita cost for the ordinary operation of the Coe's Place School is $138.18, exceeding that of our high schools by more than $28 per pupil. The members of the Board will find it interesting to analyze the various tables showing the per capita cost of all of our school activities, and especially that of our special classes.

ALL-YEAR SCHOOLS OR SUMMER SCHOOLS

The Board has tried the experiment of continuing our school work through the summer months, following the regular course of study in some schools, and using a different plan of work in others. The schools that have been operated as the regular schools are operated have been very successful. I am convinced that there is great value in the saving of time to the pupil as well as money to the taxpayer, by running the summer schools in this way. It would be well if this plan could be extended by putting a large number of our schools, particularly those in congested districts, on what we are now terming the "all-year plan".

As for the other class of summer schools, their value is somewhat in doubt. By a stretch of the imagination, it may be possible to detect sufficient worth in their activities to justify their cost. The work is chiefly recreational, but it can be made serious without being burdensome. The all-year plan demonstrates that fact. I, therefore, suggest that more careful study be made of this expensive feature of the school system, with a view to restrict it, or, possibly, eliminate it, or else to strengthen it sufficiently to make it more satisfactory in character.

EVENING SCHOOLS Our evening schools are of great service to a large number of people, and their usefulness is appreciated. The many kinds of work offered cause the schools to reach a greater variety of Newark's population than any other department of the school system. These schools appeal to all ages from fourteen years upward; they offer instruction and training to the wage-earner, the student, the housewife, the foreigner, to those wishing physical recreation or training, and to those in preparation for higher schools. The various courses afford training, through the Regent's classes, for occupations in preparation for Civil Service situations and for the professional schools. Useful instruction is given to women for greater efficiency and economy in the management of their homes, and the study classes help day school pupils in their work. Thousands of foreigners every year gain a knowledge of the language of their adopted country, and are pointed toward useful citizenship. The increased enrollment shows the value that is attached to the work.

To praise the schools does not mean that there is no room for improvement. In fact, there is need of constructive work that shall make for economy of administration and for greater efficiency. Some means should be found whereby the evils of small classes may be remedied, that is, consolidation should not be too long delayed. Great care is taken in the selection of teachers, and with such a body of instructors it would seem, too, that more pupils should be held in the school to complete the work they have undertaken, and thus remove the necessity for consolidation. The schools are relatively inefficient in holding pupils. This is true, because, doubtless, to some extent, the work lacks a definite purpose. Pupils begin their work with resolution, but because there is no credit, no definite and specific result to be gained, they lose interest and drop out. The general motive for work is not sufficiently strong now to impress pupils who go to evening schools. Even a casual study of evening school conditions brings out one unassailable fact, namely, that the subjects which are definite and practical in their appeal to the needs of the pupils, hold them. Our course of study, especially for the evening high schools, should be so organized and equated that it is possible for students to secure a high school education therein. The schools can be organized and managed so that this can be done. It will pay to do it. Pupils who do work in these schools should be able to secure credit that will count for admission to higher institutions of learning. Incidentally, the work of the elementary evening schools would be greatly strengthened. The manual work, the courses in household arts, the gymnasium work, and, in fact, all the activities which now cover such a wide scope, would, in my opinion, feel the energizing effect of the reform here suggested.

PHYSICAL TRAINING

The physical training department of our school system has become very expensive. It seems to me out of proportion to its value. I do not mean that physical training is not necessary and desirable for a large number of our pupils; on the contrary, I think it is essential that a reasonable amount of physical exercise be provided. The danger lies very largely in the fact that there is great effort made to advance the work to a semi-professional standard. Physical directors are in great competition, and the effort to excel each other rather than to benefit the pupils seems uppermost. I do not believe the public school system is at any time justified in placing a higher value on an activity than is placed on the pupils themselves.

The gymnasiums of our schools are equipped for very extensive activities. This equipment is used but a small fraction of the time, and I believe money is wasted unnecessarily. Quite as much physical benefit could be obtained by the pupil without such an expensive equipment.

We have established an athletic field at a very large expense to the taxpayers. The first cost was not so serious as the cost of operation, which is growing very rapidly, and is becoming of serious magnitude. I do not hesitate to say that the beneficial results obtained from this field since its establishment have not been in keeping with its cost. Unless there can be more positive means of obtaining benefits from the athletic activities carried on there, I am not sure but what the Board would do better to dispose of a part of that land and establish two or three smaller fields in different sections of the city. The inaccessibility of the field to a large number of the schools makes its use almost out of the question. Some special consideration should be given to this entire subject by the Board in the near future with the purpose of deriving greater benefit from the money spent for this work.

INDUSTRIAL EDUCATION

Probably one of the most important features demanding our attention is that of vocational and industrial education. The subject has consumed a large amount of the Board's time, as well as that of its committees and its individual members. Every one is anxious to reach the proper solution of the problems. It is the desire of all to provide that education which is most needed to fit a pupil for his or her life's work. It is well, however, that we be cautious in this as well as in other matters. We may be justified in carrying out what seems to be a popular idea. Public clamor and the zeal of idealists give rise to a great danger which confronts all public servants or legislative bodies. It is always easier to drift with the tide than to battle against it.

This Board has noted the public discussion and has realized the importance of the question. Some public money has been spent in an effort to discover just what to do and the proper procedure in doing it. Our first action was the appointment of an Assistant Superintendent to take charge of vocational and industrial education. We believe he is qualified not only to teach, but to suggest to our boys and girls the industrial training best suited for them, and also to render such vocational guidance as seems most beneficial and most likely to meet the approval of the public in general.

I think it would be well for the taxpayers, as well as the pupils, that the Board should determine, first of all, the needs of the community. When these are definitely known, it will not be difficult to meet them. It is hoped, therefore, that with suitable supervision and reasonable equipment, Newark will receive the benefits of a strong, effective and progressive form of industrial and vocational training at the smallest possible cost. I desire at this time to recommend for the consideration of this Board the advisability of a complete investigation: *First,* as to the needs of our city with respect to public school training of pupils for various trades and industries. *Second,* as to the most practical means of providing the training most desired. This may involve the possibility of using, under certain conditions, machine shops and factories owned by private concerns. *Third,* as to the extent and desirability of attempting to guide pupils vocationally into the various activities of life. This, I think, is a subject upon which there may be a wide difference of opinion, for I doubt the ability of most parents, even, to guide properly their own children into a vocation. As a matter of fact, the child frequently refuses to be guided by his own father and mother. If, therefore, it is thought impracticable, after full discussion, to undertake Vocational Guidance, I doubt the wisdom of spending any money in that direction. It may seem better to establish a carefully prepared course of study, embodying all of the important subjects, and require all pupils entering the industrial course to devote a certain amount of time to each. The pupil would then acquire a certain amount of mechanical training which would enable him, after leaving school, to enter with a reasonable degree of fitness any of the trades with confidence and some assurance of success. I think the city of Newark is to be congratulated on the fact that her school officials have not permitted themselves to be swept by any other consideration than a desire to do what is wise and reasonable in this matter.

It seems to me that in connection with the development of our industrial educational activities, it will be necessary for us to differentiate more definitely between the terms "manual training" and "vocational education", to the end that there may be no confusion or overlapping or duplication of work. It may be found desirable to discontinue the separation even of these activities, and consider the manual training work as running through the entire course of study, or, since manual training is for all and vocational education for the few, to have the whole industrial course so arranged as to form a continuity of effort for some of the children from the time they enter to the time they leave school. Every employer is looking for more efficient help, and hundreds of boys, as well as girls, are anxious to fit themselves for their work as soon as possible. Every opportunity should, therefore, be given to the end that the happiness of all may be greater.

The opening of the Girls' Industrial School last September was an important step in the development of vocational education. The general plan is to have this school do for girls what the Boys' Industrial School does for boys; namely, to provide a training that shall prepare for admission to the trades. These institutions are not shops or factories, but schools, and their purpose is educational. They must never forget that those enrolled are more important than the product of handicraft or machine. These boys and girls are to be wage-earners, and they enter these schools to train their natural aptitude for work with the hands. The most important trades and occupations for women are to be taught in the girls' school, and the purpose is to give a two-year course that shall be as practical as it is possible to make it. About ninety pupils have been enrolled, and perhaps thirty or forty more will enter the school the second term. This enrollment shows the need, and the interest and enthusiasm of teachers and pupils indicate clearly that the school will be a great success.

It is hoped that the time may come, and come soon, when more facilities may be had, in order that vocational education may be made very effective. Would it not be possible to make some satisfactory arrangements, whereby the Newark Technical School may be taken over by this Board and made a part of the city school system? The building has a large number of class rooms splendidly equipped for industrial training of all kinds, for the operation of which the city and State are contributing very liberally. The pupils are, also, required to pay tuition. If I am correctly informed, there are but very few students, which fact renders the institution appalling expensive. I would, therefore, recommend that we take steps as soon as practicable to secure the transfer of this school to the public school system.

HIGH SCHOOLS

A very important department of the school system, both in respect to usefulness and expense, is that of the high schools. The average high school enrollment, for the year ending June 30, 1914, was 3,545, divided among the four high schools as follows:

Barringer	1,079
Central	1,250
East Side	454
South Side	762

The average enrollment for December 1, 1914, was:

Barringer	1,110
Central	1,298
East Side	552
South Side	987
	3,947

There has been a remarkable increase in the high school enrollment since the new schools have been in operation. The increase has been:

1912	647
1913	641
1914	669

The estimate for the entrance class for February, 1915, is 1,030. Three of the schools will be nearly full with the incoming pupils this term, and one will be overcrowded. It will be necessary to finish at once the fourth floor of the Central High School. The matter has been too long delayed, and serious inconvenience will be felt throughout the coming term.

The operating cost of our high schools is growing rapidly. Your attention is called to the fact that this cost amounts to $400,000 per annum, a per capita outlay of about $114.70 as against $31.38 in the elementary schools. It may be found impossible to reduce the cost of high school education, but the matter is of sufficient importance to receive your special attention.

GENERAL CONDITIONS

I desire to call again the attention of the Board to the numerous and ever increasing number of new and, to some extent, unimportant subjects and activities which are being added to our public school work. There is grave doubt in the minds of a large number of our citizens as to the wisdom of some of the things to which is devoted a great amount of time and money. I am personally convinced that there is more time spent in connection with some unimportant activities than is justified. I believe it can be shown that we are loading our schools with unnecessary work, or with things that do not make for real value. The time and money spent for the doubtful things should be reduced to a minimum. One of the more recent experiments inaugurated in our system is that of feeding poor children. Very convincing arguments, seemingly, may be made to justify this form of charity. The fact remains, however, that the public schools are greatly burdened without this additional care. I think the various charitable organizations are well able to do this work. They should receive the support of generous people, as well as the co-operation of all public bodies. It is their purpose to dispense charity. The public schools should work for more efficiency in their own field, which they will find quite difficult under the best circumstances. It seems to me to provide equipment and opportunity for children to purchase luncheons at reasonable prices in the schools is a different proposition. That may be endorsed for elementary as well as for high schools, but to pauperize children by feeding them at public or private expense would lower the standing of the schools and relieve shiftless parents of their plain duty.

There has been some criticism as to the product of our public schools with respect to the educational results in the various subjects; the charges made are that pupils are not proficient in mathematics, in spelling, in writing, in English composition and grammar. If this be true, effort should be made that will more effectively equip the boy and girl in these basic elements of an education. The criticism seems to me justified to a degree. The weakness is not confined to our own system. It is due to too much zeal and to a false conception held by educators throughout the country.

There is one subject, however, that seems worthy of adding to our curriculum. I refer to a higher ethical code among the pupils, which carries with it the elimination, if possible, of the unfortunate and almost unbearable degree of selfishness that now seems to exist. Present conditions tend to lower the general social standing of the future citizenship. It is, therefore, a subject that should receive the careful attention of everyone, especially the instructors in all educational institutions.

ADMINISTRATION

It is gratifying to note that the administration of the school system is becoming more and more efficient, owing to the many improvements that have been inaugurated in all of the several departments. The raising of standards has been felt all along the line. The schools are now able, due to increased efficiency in the Department of Supplies, to obtain the necessary materials more rapidly, thereby reducing to a minimum the loss of time on the part of our teachers. I think, too, the enthusiasm, zeal and co-operation of our officials have tended to make the work of the Board exceedingly effective.

We have accomplished many important things, all of which have been made possible by this hearty co-operation of all departments, one with the other and with the Board. It is with great satisfaction that I congratulate all of the

Board's employees on their loyalty and their willingness to do their part in their several important activities. I anticipate even greater accomplishments during the coming year.

Permit me to take advantage of this opportunity to thank the members of the Board for the hearty co-operation they have given me as President. Whatever success I may have had in that high position has been due, I am sure, to the help afforded me in this respect.

Yours very truly,

CHARLES P. TAYLOR,
President.

Fifty-ninth Annual Report of the City Superintendent of Schools

To the Honorable the Board of Education of the City of Newark, N. J.

GENTLEMEN: I have the honor to submit herewith the fifty-ninth annual report of the public schools of the city of Newark, the same being for the school year ending July 2, 1915.

BEGINNINGS

Newark is about to celebrate its two hundred and fiftieth birthday. At such a time it is profitable to examine the foundations and inquire as to the beginnings of public education in America. Historical perspective clarifies the vision and rectifies the judgment. Few men are gifted with insight sufficient to know in what direction we are moving at the present time, what forces are permanent and what transitory, while as to the future, prophecy is usually vain. By an examination of the past, the truth is more clearly seen, false movements athwart the line of progress are understood, and many a light that was thought at the time to be a fixed star, the perspective of years has shown to be a mere tail to a kite, while ideas that, at the time of their first expression, received little credence or attention, are shown by the lapse of time to have been most fruitful, the prophetic glimmer of truth, the first vision of a guiding principle.

THE GREAT MASSACHUSETTS ACT OF 1647.

An examination of the foundations of education in the Puritan colonies of New England is very inspiring and illuminating as revealing the educational purposes of the founders—purposes that the centuries of national growth have fixed as a cardinal article of faith in the political and social creed of the American Republic; purposes to which all our people cling to-day with more passionate devotion than ever.

The Puritan pioneers in the Massachusetts commonwealth decreed, among the first public acts, that schools should be established for the promotion of intelligence. These hardy men, while struggling for existence on a "stern and rock-bound coast" of a savage continent, enacted a compulsory education act of the most stringent character, authorizing the town authorities to take children from their parents if needful to secure their schooling. This act required every town to maintain a primary or grammar school. This great law of 1647, "written with solemn eloquence, as if in some dim way the pioneers felt the grandeur of their deed," was the beginning of a state system and it remains one of the mighty factors that have influenced the destiny of all American commonwealths.

James Russell Lowell, after a delightful reminiscence of the New England cross-roads schoolhouse, says: "The Puritan forefathers, the first law-givers, saw clearly and enforced practically the simple moral and political truth that knowledge was not an alms to be dependent on the chance charity of private men or the precarious pittance of a trust fund, but a sacred debt which the commonwealth owed to every one of its children.

"The opening of the first grammar school was the opening of the first trench against monopoly in state and church. The first row of pot-hooks and trammels which the little Shearjashubs and Elkanahs blotted and blubbered across their copybooks was the preamble to the Declaration of Independence."

One scans this great law of 1647 in vain for any mention of charity as a guiding motive for its enactment. The broad ground is taken that American democracy must be built on universal education as its main corner-stone.

The Puritan plan embraced a complete system from primary school to university. A year after Boston established the first town school, Massachusetts had established her state university, as Harvard truly was in the seventeenth century. The law of 1647 joined primary school and university in one organic whole, providing that every village of a hundred householders "must maintain a grammar school with a teacher able to instruct youth so as they may be fitted for the university." The public school system of America to-day, in its essential features, is the gift of the Puritans, and the Puritans founded Newark.

The action of the New England colonies was the more remarkable because it was a period of the most deplorable ignorance everywhere. It was about the time of the settlement of Newark that Governor Berkeley, of Virginia, boasted, "I thank God there are no free schools here." South of Virginia there was no system of schools whatever.

This act of the New England colonies must be taken as the great charter of public education in America. It is not too much to say that educational systems of the present day are developing along lines laid down in the great act of 1647.

Much has been made of the charity schools as the beginning of public education in Newark and the frequent repetition of this statement in local histories and public utterances has made a widespread impression that our American public school system was conceived in charity and begotten in pity for the "submerged tenth." Such a statement is misleading and lacking in historical perspective and truth.

COMENIUS

Added force is given to the above views by consideration of the life of the great educational leader in the seventeenth century in Europe. Comenius was a Bohemian, born in Moravia. He was called to England, Sweden, Hungary and Holland to reform school systems. His great book was the "Orbis Pictus" (The Visible World), a book announcing principles that are still regarded as fundamental and vital in education. He was the pioneer of vernacular schools. He was, in the very best sense of the word, universal. He contended that all men needed instruction, that all children—rich and poor, high and low, boys and girls—should be taught in school. He urged that the child should learn only the vernacular language in the years from the sixth to the twelfth. He laid great stress on practical education. Some of his principles were: "Avoid words without ideas," "Let the concrete precede the abstract." "The thing must precede the word," "The example must come before the rule," "The simple must come before the complex," "Instruction must arouse and enhance the self-activity of the learner."

He asked for airy and light schoolrooms, considered playgrounds essential, advocated frequent walks with the classes. His book exerted a powerful influence on schools everywhere and did much to diffuse rational views of education. These principles enunciated by Comenius have a remarkably modern sound; in fact, much thought and effort have been expended in incorporating these principles in modern education here in the United States. His educational ideas and ideals were in force at the time of the Puritan settlements and contemporary with the founding of Newark.

NEWARK'S FIRST SCHOOLS

In 1676, the first school was established in Newark. (See the Catlin Tablet, corner of Broad and Commerce Streets.) About this time, in Boston, after a protracted and acrimonious discussion, it was voted to set up two schools for teaching children to write and cipher. They did not teach reading for that was learned at home. While John Catlin was employed to teach English and arithmetic in the Newark school, it is not certain what the English connoted, probably nothing more than writing. It is, therefore, pretty certain that grammar, history and geography were not taught in these early schools, and that they were merely writing and ciphering schools.

The tuition of the little Puritan of Newark included more than the school arts. Neither weather, nor caprice, nor slight illness was allowed to detain him from church. He was debarred from all sport on Sunday. The Bible, the New England Primer and Baxter's "Saints' Rest" were commended to him as profitable reading. He was taught that industry was a cardinal virtue and laziness the worst form of sin. He was expected to know the Ten Commandments, the Lord's Prayer, and the Shorter Catechism, whether he knew the multiplication table or not. He must bow as he entered and left school, bow to every man and woman, young or old, rich or poor, black or white, especially to the infirm, whom he met on the road. It is recorded that he knew every trout hole in the streams, was great at building dams, snaring rabbits, trapping squirrels, gathering chestnuts and walnuts for winter store, and that he got much enjoyment from Election Day, Training Day, Thanksgiving, school intermission, and other holidays, while coasting and skating afforded him great sport. I cannot think that his life was a solemn or joyless one. His teaching bred a race of stern, sturdy men, but it is also pretty certain that the Puritan boy of the seventeenth century found much in life that was pleasant.

The first school building was erected in Newark about the year 1700, on the south side of Market Street, a little east of Halsey, on the northern edge of the old burying ground.

Newark's First High School. The Rev. Dr. Aaron Burr came to Newark as pastor of the First Church in 1736. He was a man of commanding intellect, profound piety, wide sympathies and indefatigable energy. He was the son-in-law of Jonathan Edwards, the master mind of America in those days, and became the father of Aaron Burr, Vice-President of the United States. Shortly after assuming the duties of pastor, he opened a Latin School, modeled probably after the Boston Latin School established about the time Dr. Burr came to Newark, for the preparation of boys for the university. The Newark Latin School was also a college preparatory school, and was the first Newark high school.

Newark's First College. Among the most notable events of the early educational history of Newark was the establishment of the College of New Jersey here in Newark—the college now known as Princeton University. It is true that it began its career in Elizabeth, but remained there for only a few months and was then brought to Newark. It was here that the first class was graduated with much ceremony, including the academic procession usual on such occasions, the presence of the governor of the province, and other dignitaries. Rev. Dr. Burr was its first president. He had already, as stated above, established a Latin School. While the college was here, the classes were held in the old Court House, or Meeting House, the site of which is marked by a

Free Public Library, Newark, N. J.

tablet erected by the Schoolmen's Club in what is now Branford Place.

While here, the College of New Jersey graduated ninety men. An inspection of this roll of graduates and their subsequent careers shows them to have been a very remarkable set of men. Of course, these were the years immediately preceding the Revolutionary War, when leaders were needed in the great crisis of the Revolution then approaching, and rare opportunities were open to men of force and leadership. It is probable that no institution of learning can point to as large a percentage of distinguished graduates as the College of New Jersey, located here in Newark, gave to the service of their country from 1748 to 1756. It will always be a matter of profoundest regret that this college was ever permitted to leave the town of Newark.

Elizabeth, in celebrating its two hundred and fiftieth anniversary last year, made the foundation of the college a leading feature of the pageantry of the celebration. Newark has a much stronger reason for making the beginnings of the college prominent in its celebration next year because the college graduated its first classes in Newark, and the beginnings of its magnificent career were here rather than in Elizabeth.

Newark's First Text Book. In Stearns' "First Church in Newark," a Latin grammar printed in New York in 1752, under the title, "A Complete Introduction to the Latin Tongue—Published for the Use of the Grammar School at Newark" is credited to Aaron Burr. A later edition of the same book, printed at Providence in 1780, is entitled, "The American Latin Grammar—Originally Compiled by the Rev. Mr. Ross; Revised and Corrected in Former Editions by the Late Presidents Burr, Finley and Others." A copy of a revised edition now in the New Jersey Historical Society's Library bears out the statement that President Burr was one of the revisers and not the original author of the book, but the statement on the title page of the various editions—"Published for the Use of the Grammar School in Newark"—would seem to indicate that President Burr procured and directed the preparation of the book. We are, therefore, not far astray in calling Newark's first text book "Dr. Burr's Latin Grammar."

ENROLLMENT AND ATTENDANCE

It has been customary for the City Superintendent in his annual report to make some comparison between the school enrollment and the population of the City of Newark. For the past four years the population of the city has been estimated by using the percentage of public school enrollment for the last census year—16.6 per cent. of population in 1910—as a basis. It is likely that the figures were not overestimated, as the State census taken in 1915, now available, reveals the interesting fact that 19.0 per cent. or practically *one-fifth* of the present population of Newark is enrolled in the public schools.

The rapid growth of the city which began several years ago has been retarded considerably by reason of the great falling off in immigration since the beginning of hostilities in Europe. This makes the increase of 2.4 per cent. of the population enrolled in the public schools all the more exceptional. It would appear from these last census figures that Newark is, perhaps, the leading city of the largest twenty in this country in the proportion of school enrollment to population.

Tables giving data concerning enrollment and attendance follow:

COMPARISON OF POPULATION WITH SCHOOL ENROLLMENT

Year	Census	Population	School enrollment	Per cent.
1880	U. S.	136,400	18,548	13.5
1885	State	152,998	22,259	14.5
1890	U. S.	181,130	25,137	13.8
1895	State	215,807	29,767	13.8
1900	U. S.	246,070	34,761	14.1
1905	State	283,289	46,960	16.5
1910	U. S.	347,469	57,742	16.6
1915	State	366,721	69,994	19.0

TOTAL ENROLLMENT, AVERAGE ENROLLMENT, AND AVERAGE ATTENDANCE FOR THE PAST FIVE YEARS

Year	Total enrollment	Average enrollment	Average attendance
1911	59,936	52,080	46,563
1912	63,024	54,649	49,219
1913	66,217	57,694	52,167
1914	67,568	59,322	53,717
1915	69,994	61,083	56,334

ANNUAL INCREASE IN ENROLLMENT AND IN ATTENDANCE FOR THE PAST FIVE YEARS

Year	Total enrollment	Average enrollment	Average attendance
1911	2,194	2,022	2,384
1912	3,088	2,569	2,656
1913	3,193	3,045	2,948
1914	1,351	1,628	1,550
1915	2,426	1,761	2,617

SCHOOLS AND GRADES SHOWING INCREASED ENROLLMENT DURING THE YEAR 1914-1915

Year	*High schools	Grammar grades	Primary grades	Kindergarten
1915	5,441	21,216	34,400	10,031
1914	4,579	19,465	34,720	9,798
Increase	862	1,751	.....	233
Decrease	.....	......	320	.....

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* Includes pupils admitted from grammar schools during year.

STATISTICS OF ENROLLMENT OF GRAMMAR SCHOOL PUPILS FOR THE LAST TEN YEARS

Year	Grammar school enrollment	Enrollment seventh grade	Enrollment eighth grade	Increase seventh grade	Increase eighth grade
1906..........	10,319	1,856	1,314	65	27
1907..........	11,550	1,964	1,322	108	8
1908..........	12,270	2,195	1,454	231	132
1909..........	13,408	2,360	1,767	165	313
1910..........	14,535	2,631	1,981	271	214
1911..........	15,408	2,985	2,191	354	210
1912..........	16,948	3,216	2,519	231	328
1913..........	18,261	3,517	2,649	301	130
1914..........	19,282	3,723	2,861	206	212
1915..........	*20,869	3,994	3,349	271	488

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* In addition to this number, 181 pupils of grammar school grade were enrolled in the Boys' Industrial School, 91 in the Girls' Industrial School, 41 in ungraded schools, and 34 in open air schools.

As predicted by me in my report for last year, the relatively small annual increase in enrollment for that year, 1,351, caused largely, no doubt, by the change in the compulsory attendance law, has been nearly doubled for the year 1914-1915, as the increase of 2,426 indicates.

It is interesting to note the continued increase in enrollment in the high schools and in the grammar grades. The decrease of 320 in the primary grades indicates that the efforts which have been made for accelerating the progress of pupils in the lower grades are meeting with success.

The following table, showing the increase or decrease in enrollment in the several schools of the city on the last day of the school year, July 2, 1915, together with the number of and the enrollment in half-day classes, is submitted for the purpose of showing where the school population is increasing most rapidly and where additional accommodations will likely be needed in the near future:

ENROLLMENT IN THE SEVERAL SCHOOLS AT THE CLOSE OF THE YEAR JULY 2, 1915, COMPARED WITH SIMILAR ENROLLMENT FOR THE PRECEDING YEAR, AND INCLUDING HALF-DAY CLASSES

SCHOOL	1914	1915	Increase	Decrease	Half-Day Classes	
					Number	Enrollment
Barringer High	1,071	1,264	193	....	....	....
Central C. & M. T. High	1,134	1,332	198	....	....	....
East Side C. & M. T. High	481	601	120	....	....	....
South Side High	792	1,144	352	....	....	....
Abington Avenue	1,070	1,159	89	....	2	73
Alexander Street	848	887	39	....	4	154
Ann Street	1,073	1,231	158	....	12	481
Avon Avenue	1,445	1,453	8	....	....	....
Belmont Avenue	1,866	1,756	....	110	....	....
Bergen Street	1,484	1,505	21	....	....	....
Berkeley	778	775	....	3	....	....
Blum Street	88	75	....	13	....	....
Bruce Street	654	698	44	....	....	....
Burnet Street	1,338	1,250	....	88	....	....
Camden Street	1,200	1,165	....	35	....	....
Carteret	1,001	733	....	268	4	153
Central Avenue	1,163	1,166	3	....	....	....
Charlton Street	1,567	1,615	48	....	2	78
Chestnut Street	722	744	22	....	....	....
Cleveland	1,756	1,756	....	....	....	....
Dayton	56	62	6	....	....	....
Eighteenth Avenue	1,227	1,260	33	....	....	....
Eliot	830	863	33	....	....	....
Elizabeth Avenue	211	218	7	....	....	....
Fifteenth Avenue	1,285	1,202	....	83	6	219
Fourteenth Avenue	1,093	1,114	21	....	....	....
Franklin	1,484	1,615	131	....	4	171
Garfield	985	940	....	45	....	....
Hamburg Place	1,416	1,507	91	....	....	....
Hawkins Street	597	650	53	....	....	....
Hawthorne	1,061	1,128	67	....	....	....
Lafayette	1,351	1,846	495	....	....	....
Lawrence	340	361	21	....	....	....
Lincoln	512	565	53	....	....	....
Madison	1,410	1,433	23	....	6	238
Market Street	116	190	74	....	....	....
Miller Street	1,217	1,219	2	....	....	....
Monmouth Street	1,132	1,140	8	....	....	....
Montgomery	1,021	972	....	49	....	....
Morton Street	1,596	1,611	15	....	....	....
Newton	1,764	1,688	....	76	....	....
Ridge	482	499	17	....	....	....
Robert Treat	1,636	1,575	....	61	4	137
Roseville Avenue	424	402	....	22	....	....
Seventh Avenue	1,799	1,873	74	....	10	391
South Street	833	893	60	....	....	....
South Eighth Street	1,172	1,208	36	....	....	....
South Market Street	876	917	41	....	....	....
South Tenth Street	1,015	1,046	31	....	6	208
State Street	115	101	....	14	....	....
Summer Avenue	614	604	....	10	....	....
Summer Place	281	269	....	12	....	....
Sussex Avenue	951	948	....	3	....	....
Walnut Street	363	328	....	35	....	....
Warren Street	748	818	70	....	....	....
Washington Street	787	757	....	30	....	....
Waverly Avenue	801	742	....	59	....	....
Webster	1,108	1,082	....	26	....	....

SCHOOL	1914	1915	Increase	Decrease	Half-Day Classes	
					Number	Enrollment
West Side	984	1,568	584	....	....	....
Boys' Industrial	113	158	45	....	....	....
Girls' Industrial	....	79	79	....	....	....
Ungraded No. 1	44	49	5	....	....	....
Ungraded No. 2	40	45	5	....	....	....
Ungraded—Academy Street	20	18	....	2	....	....
*Defective—Alyea Street	60	56	....	4	....	....
Defective—Central Avenue	14	14	....	....	....	....
Defective—Coe's Place	73	115	42	....	....	....
Defective—Newton	....	15	15	....	....	....
Defective—State Street	72	75	3	....	....	....
Deaf	56	63	7	....	....	....
Blind—Washington Street	11	13	2	....	....	....
Tubercular—Elizabeth Avenue	46	47	1	....	....	....
Open Air—Camden Street	28	29	1	....	....	....
Open Air—Lafayette	....	30	30	....	....	....
Open Air—Montgomery	28	29	1	....	....	....
Open Air—Morton Street	30	30	....	....	....	....
Home for Crippled Children	21	23	2	....	....	....
Total	57,880	60,411	3,579	1,048	60	2,333
Net increase in total school enrollment	....	....	2,531	....	....	....
Decrease in number of half-day classes	....	....	....	....	24	....
Decrease in enrollment half-day classes	....	....	....	....	....	1,150

* Special classes in Chestnut Street, Hamburg Place, Hawkins Street, and South Street schools combined.

EXPLANATION OF CHANGES IN ENROLLMENT

In my report for last year I stated that the high school accommodations would be taxed to their full capacity in a short time. The enrollment for this year shows an increase of 863 over that of last year. Although additional accommodations for about 400 pupils have been provided in the Central High School by the completion of the fourth floor, it is very evident that additional accommodations must be provided in the near future if we desire to house properly all those who wish to attend our high schools.

As indicated by the increase of 89 in the Abington Avenue enrollment, it is evident that some provision must soon be made for accommodating the overflow in this building. It is probable that by the introduction of the alternating plan no addition to the building will need to be made for four or five years.

The Ann Street (John Catlin) district is growing very rapidly, as a gain of 158 over the enrollment of last year indicates. An addition to this building is greatly needed.

The growth in both the Alexander Street and Lincoln districts will be taken care of for the time, at least, by the erection of the new building on the Speedway Avenue site.

The decrease in the Belmont Avenue School enrollment is undoubtedly due to the all-year plan. For some time past it has been evident that although this district is not losing its school population, a larger number of children could be accommodated in this school by reason of the more frequent promotions on the all-year plan. An extension of the district is, therefore, desirable.

The decrease of 268 in the Carteret enrollment is due to the transfer of pupils to other schools, owing to the building operations now under way. As soon as the addition to the school is completed, these pupils will be returned to their home school.

The Charlton Street School continues to be overcrowded, as the increase of 48 in enrollment indicates. It was necessary to organize half-time classes and utilize court rooms in order to accommodate all who applied. Slight relief has been given this school by changes in district lines, but it is very evident that permanent relief can only be had by the proposed addition to the school building.

Conditions in the Eighteenth Avenue School (Milford) have not improved during the past year. An increase of 33 in enrollment is noted. An addition to this building is necessary if we wish to dispense with the Livingston Street building and with several undesirable rooms in the main building.

The decrease of 83 in the Fifteenth Avenue enrollment is due to changes in district lines. But slight relief was afforded this school by the opening of the new addition to the West Side School. There is still a large number of half-day classes. The district is growing very rapidly, and it is highly important that some relief be afforded this school as soon as possible.

In the Franklin School there has been a gain of 131 in enrollment over that of last year. Two additional half-day classes have been organized. Provision should soon be made for the relief of this school.

Hamburg Place shows a gain of 91. This school is now taxed to its utmost capacity, but relief will be afforded upon the completion of the proposed addition to Ann Street (John Catlin).

Hawkins Street shows an increase in enrollment of 53, which the accommodations of the present building are amply able to take care of.

The gain of 67 in Hawthorne School indicates that this district is still growing. Despite the new addition, it will soon be necessary to make further provision for growth in this section of the city.

The large increase of 495 in the Lafayette enrollment is due to the transfer of a number of classes from the Oliver Street (Carteret) School, as well as to the growth in the district.

The Madison district is still growing very rapidly. In the past year we have found it necessary to continue the use of half-day classes. An addition to this building is greatly needed.

The gain of 74 in the Market Street School building is due to the temporary transfer of classes from the Robert Treat building. Upon the completion of this building, the classes will be returned to their home school.

The loss of 49 in the Montgomery School can only be accounted for by the shifting of the population from this congested section to less congested parts of the city.

The decrease of 76 in the enrollment of Newton School is due to a change of district lines.

In the Robert Treat School a decrease of 61 in enrollment is noted. This is undoubtedly due to the transfer of two classes to the Market Street building. Owing to the erection of the addition to the Robert Treat building, it has been found necessary, temporarily, to put a number of classes on half-time and to transfer these two additional classes to the Market Street building.

The Seventh Avenue (McKinley) district is still growing rapidly, as a gain of 74 in enrollment indicates. The new McKinley School will afford relief for this district for a short time only.

South Street district shows an increase of 60. These children can be amply provided for, however, in the present building.

Upon the opening of the West Side School the district lines were changed so as to afford relief to South Tenth Street School. Nevertheless it was necessary to organize additional half-day classes. As this section is growing rapidly, the erection of an addition to South Tenth Street School is greatly needed.

The loss of 35 pupils from Walnut Street is accounted for by the return of a class to Lafayette School upon the completion of said building.

The Warren Street district is still growing, as indicated by an increase of 70 in enrollment. Ample relief will be afforded to this school upon the erection of a new Boys' Industrial School.

The Washington Street School continues to show a loss in its enrollment. This is undoubtedly due to the shifting of population from the center of the city.

West Side School shows a gain of 584 in enrollment. This is due to the growth of the district and to the transfer of pupils by changes in the district lines from the Fifteenth Avenue and South Tenth Street districts. The new addition is already filled, and half-day classes will have to be organized in a short time. Further provision for this rapidly growing section of the city will have to be made very soon.

PROMOTIONS AND NON-PROMOTIONS IN ELEMENTARY SCHOOLS

Tables showing data concerning the promotion and non-promotion of pupils in the elementary schools are given below as in previous years.

PROMOTIONS

Promotion of Pupils in Elementary Schools for the Term Ending January 29, 1915

GRADE	During term until final promotion					At final promotion			
	Whole number enrolled	Number promoted	Number demoted	Number transferred to other classes	Number left school	On roll day of promotion	Number promoted	Number not promoted	Per cent. promoted
8 A	1,516	....	8	7	31	1,470	1,401	69	95.3
8 B	1,826	11	8	34	70	1,703	1,559	144	91.5
7 A	1,757	15	12	62	94	1,574	1,442	132	91.6
7 B	2,288	35	17	77	145	2,014	1,791	223	88.9
6 A	2,237	14	10	96	124	1,993	1,817	176	91.1
6 B	3,178	16	21	146	185	2,810	2,533	277	90.2
5 A	3,130	50	26	133	141	2,780	2,494	286	89.7
5 B	3,708	65	35	214	169	3,225	2,816	409	87.3
4 A	3,691	65	31	273	175	3,147	2,902	245	92.2
4 B	3,931	54	45	261	165	3,406	3,031	375	88.9
3 A	3,602	38	37	197	183	3,147	2,809	338	89.2
3 B	4,430	66	38	281	229	3,816	3,451	365	90.4
2 A	3,862	66	41	251	182	3,322	2,935	387	88.3
2 B	4,643	79	68	349	205	3,942	3,514	428	89.1
1 A	3,834	73	61	255	216	3,229	2,782	447	86.1
1 B	5,939	69	40	469	404	4,957	4,023	934	81.1
Total	53,572	716	498	3,105	2,718	46,535	41,300	5,235	88.7
*Kindergarten	7,521	9	2	352	728	6,430	2,012	4,418	31.2

* Kindergarten course two years; hence, promotion percentage, to be equalized, should be doubled, that is 62.4.

Belmont Avenue and Seventh Avenue all year schools not included.

Promotion of Pupils in Elementary Schools for the Term Ending July 2, 1915

GRADE	During term until final promotion					At final promotion			
	Whole number enrolled	Number promoted	Number demoted	Number transferred to other classes	Number left school	On roll day of promotion	Number promoted	Number not promoted	Per cent. promoted
8 A	1,677	....	3	9	43	1,622	1,523	99	93.8
8 B	1,651	29	6	37	104	1,475	1,344	131	91.1
7 A	1,927	22	7	40	127	1,731	1,563	168	90.2
7 B	2,130	10	9	60	154	1,897	1,712	185	90.2
6 A	2,732	4	14	97	192	2,425	2,215	210	91.3
6 B	2,891	12	20	115	293	2,451	2,196	255	89.5
5 A	3,240	12	21	134	229	2,844	2,566	278	90.2
5 B	3,536	25	14	158	222	3,117	2,749	368	88.1
4 A	3,571	22	15	228	263	3,043	2,791	252	91.7
4 B	3,582	38	39	259	245	3,001	2,701	300	90.
3 A	4,190	82	34	229	279	3,565	3,261	305	91.4
3 B	3,605	45	27	242	224	3,067	2,769	298	90.3
2 A	4,261	61	30	259	287	3,624	3,294	330	90.8
2 B	3,647	25	35	228	262	3,097	2,754	343	88.9
1 A	4,749	89	48	280	337	3,995	3,586	409	89.7
1 B	3,829	22	25	269	401	3,112	2,586	526	83.
Total	51,218	498	347	2,644	3,662	44,067	39,610	4,457	89.8
*Kindergarten	6,665	15	1	276	729	5,644	2,441	3,203	43.2

* Kindergarten course two years; hence, promotion percentage, to be equalized, should be doubled, that is 86.4.

Belmont Avenue, Lafayette and Seventh Avenue all year schools not included.

It is gratifying to learn that a number of schools have maintained a percentage of 90, or more, promoted.

The mean average shown in the table given on page 53, to wit, 89.8 per cent., does not include the acceleration secured by reason of summer schools. It is probable that when the amount of acceleration due to this cause has been ascertained it will be found that considerably more than 90 per cent. of the total school enrollment had been promoted at the end of the year.

Percentage of Promotions in the Several Schools (not including Kindergartens) for January and June, 1915

SCHOOL	January				June			
	Highest grade in school	Grammar	Primary	Average for school	Highest grade in school	Grammar	Primary	Average for school
Mean Average	....	89.9	87.8	85.1	....	90.3	89.5	89.8
Abington Avenue	8 A	91.5	88.0	89.2	8 A	83.9	85.6	85.0
Alexander Street	8 A	89.4	89.7	89.6	8 A	91.1	92.5	91.9
Ann Street	8 A	94.2	86.5	88.8	8 A	89.5	88.7	88.9
Avon Avenue	8 A	94.2	87.4	90.2	8 A	92.4	90.9	91.5
Bergen Street	8 A	91.6	90.8	91.1	8 A	91.7	91.9	91.8
Berkeley	8 A	91.2	89.3	90.	8 A	97.4	90.1	93.
Blum Street	3 B	....	67.8	67.8	3 B	....	74.6	74.6
Bruce Street	6 B	86.3	89.0	88.7	6 B	93.5	90.7	91.4
Burnet Street	8 A	85.4	84.6	85.0	8 A	87.6	86.9	88.1
Camden Street	6 A	88.5	82.7	83.9	6 A	85.5	87.9	87.3
Carteret	8 A	91.8	85.8	88.6	8 A	92.1	86.7	89.8
Central Avenue	8 A	86.1	88.5	87.5	8 A	83.9	84.4	84.2
Charlton Street	8 A	97.2	92.7	94.3	8 A	96.8	93.6	94.8
Chestnut Street	8 A	83.0	81.7	82.2	8 A	92.5	88.8	90.5
Cleveland	8 A	95.9	92.0	93.9	8 A	95.9	93.2	94.6
Dayton	....	....	....	....	4 A	....	80.6	80.6
Eighteenth Avenue	8 A	79.2	81.2	80.6	8 A	74.4	87.8	82.9
Elizabeth Avenue	3 B	....	89.3	89.3	3 B	....	88.7	88.7
Eliot	8 A	83.9	85.7	84.9	8 A	86.6	85.3	87.4
Fifteenth Avenue	8 A	85.7	84.9	85.2	8 A	84.9	88.4	87.0
Fourteenth Avenue	8 A	89.1	93.3	91.4	8 A	90.4	95.1	92.8
Franklin	8 A	89.5	89.3	89.3	8 A	87.3	90.1	89.7
Garfield	8 A	92.2	83.5	87.3	8 A	94.9	91.1	92.8
Hamburg Place	8 A	84.9	88.1	87.0	8 A	86.4	89.2	88.1
Hawkins Street	6 B	93.3	89.8	90.6	6 B	87.6	92.5	93.7
Hawthorne	8 A	93.8	91.7	92.3	8 A	93.7	87.8	90.7
Lafayette	8 A	88.1	87.7	87.0	*	....	....	....
Lawrence Street	5 A	82.0	72.8	78.3	5 A	100.	88.	90.4
Lincoln	7 B	92.5	90.9	91.5	7 A	91.8	94.1	93.2
Madison	8 A	97.0	91.	93.6	8 A	95.4	91.4	93.9
Market Street	6 B	90.3	82.	86.3	6 B	87.7	84.7	85.8
Miller Street	8 A	90.	89.6	89.9	8 A	88.2	90.4	87.2
Monmouth Street	8 A	88.4	89.7	89.4	8 A	90.6	89.1	89.6
Montgomery	8 A	92.6	90.	90.9	8 A	95.5	92.6	93.7
Morton Street	8 A	90.7	91.7	91.4	8 A	89.4	88.9	89.1
Newton	8 A	92.4	90.9	91.4	8 A	86.1	88.3	87.5
Ridge	8 A	93.2	84.8	88.6	8 A	94.6	93.5	94.0
Robert Treat	8 A	95.4	92.3	93.6	8 A	90.3	91.5	91.0
Roseville Avenue	5 A	90.7	89.	89.3	5 A	93.7	91.	91.
South Street	6 A	100.	88.3	90.7	6 A	98.8	91.2	92.9
South Eighth Street	8 A	89.3	88.5	88.8	8 A	92.4	97.7	92.3
South Market Street	8 A	93.7	88.7	90.7	8 A	93.2	88.9	91.
South Tenth Street	8 A	90.5	78.5	83.8	8 A	89.7	84.3	86.9
Summer Avenue	8 A	89.7	90.3	90.1	8 A	88.1	89.8	89.
Summer Place	6 B	87.5	82.9	84.4	6 B	80.5	84.7	83.9
Sussex Avenue	8 A	77.	81.	79.6	8 A	88.6	85.6	87.2
Walnut Street	4 B	....	85.6	85.6	4 B	....	91.0	91.0
Warren Street	5 A	83.7	87.4	86.7	5 A	89.6	89.2	89.3
Washington Street	8 A	90.6	85.3	87.3	8 A	89.1	87.6	87.9
Waverly Avenue	6 A	92.9	90.9	91.5	6 A	92.3	91.3	91.6
Webster	6 A	82.	80.	81.	6 A	87.9	86.	86.3
West Side	7 B	90.6	88.3	89.	7 A	91.9	85.1	89.

* Organized on all-year plan June 1, 1915.

Belmont Avenue and Seventh Avenue all year schools not included.

CAUSES FOR NON-PROMOTION OF PUPILS

Number of Pupils Not Promoted and Causes for Non-Promotion for the Half Year Ending January 30, 1915

GRADE	Irregular attendance	Personal illness	Mental incapacity	Physical defect	Lack of interest	Entered late	Other causes	Total
8 A	4	1	20	2	21	....	21	69
8 B	7	2	43	2	33	6	51	144
7 A	9	2	40	1	35	9	36	132
7 B	19	8	82	4	34	23	53	223
6 A	19	6	60	4	27	14	46	176
6 B	39	11	102	8	30	23	64	277
5 A	33	13	117	6	30	24	63	286
5 B	53	12	131	11	57	39	106	409
4 A	17	22	82	8	26	18	72	245
4 B	37	21	142	12	33	32	98	375
3 A	21	23	156	18	26	16	78	338
3 B	33	20	161	18	23	22	88	365
2 A	41	20	147	23	31	20	105	387
2 B	45	24	165	26	27	48	93	428
1 A	52	33	168	21	25	44	104	447
1 B	194	104	220	47	28	193	148	934
Total	623	322	1,836	193	486	531	1,226	5,235
Per Cent.	11.9	6.2	35.1	3.8	9.3	10.2	23.5	100.
Kindergarten	35	28	68	7	2	32	4,246	4,418

Whole number of pupils enrolled day of promotion (not including kindergarten)	46,535
Number promoted	41,300
Number not promoted	5,235
Per cent. promoted	88.8
Per cent. not promoted	11.2

Number of Pupils Not Promoted and Causes for Non-Promotion for the Half Year Ending July 2, 1915

GRADE	Irregular attendance	Personal illness	Mental incapacity	Physical defect	Lack of interest	Entered late	Other causes	Total
8 A	3	7	36	3	17	1	32	99
8 B	7	2	55	2	25	5	35	131
7 A	12	14	54	3	33	9	43	168
7 B	16	13	57	6	37	18	38	185
6 A	22	11	80	7	28	8	54	210
6 B	31	15	91	7	33	19	59	255
5 A	36	16	101	12	37	13	63	278
5 B	41	19	161	8	56	17	66	368
4 A	15	14	104	9	34	17	59	252
4 B	28	14	129	15	37	23	54	300
3 A	23	17	142	9	41	15	58	305
3 B	21	14	139	12	35	16	61	298
2 A	31	16	140	16	34	17	76	330
2 B	40	17	139	24	35	28	60	343
1 A	70	33	175	19	13	15	84	409
1 B	75	36	156	19	9	127	104	526
Total	471	258	1,759	171	504	348	946	4,457
Per Cent.	10.6	5.8	39.5	3.8	11.3	7.8	21.2	100.
Kindergarten	29	10	48	3	1	33	3,079	3,203

Whole number of pupils enrolled day of promotion (not including kindergarten)	44,067
Number promoted	39,610
Number not promoted	4,457
Per cent. promoted	89.9
Per cent. not promoted	10.1

STATE EXAMINATIONS

Although promotions are not based upon examination alone, it is well to consider at this point the results attained by 8A pupils on the State examinations held in January and June, 1915.

	ARITHMETIC			WRITING			SPELLING			ENGLISH			U. S. HISTORY			GEOGRAPHY		
	January	June	Total	January	June	Total	January	June	Total	January	June	Total	January	June	Total	January	June	Total
Total number of pupils taking examinations	1,513	1,708	3,221	1,518	1,707	3,225	1,521	1,708	3,229	1,523	1,709	3,232	1,520	1,709	3,229	1,516	1,708	3,224
Total number of pupils who could have taken examination, but did not	18	12	30	13	13	26	10	12	22	8	11	19	11	11	22	15	12	27
Number of pupils receiving 90 points or more	841	492	1,333	542	443	985	1,151	538	1,689	358	187	545	768	703	1,471	759	860	1,619
Number of pupils receiving 70 to 89 points	519	737	1,256	836	1,093	1,929	345	945	1,290	966	1,044	2,010	635	783	1,418	624	704	1,328
Number of pupils receiving 50 to 69 points	130	347	477	138	171	309	25	208	233	189	432	621	112	186	298	123	133	256
Number of pupils receiving 49 points or less	23	132	155	2	....	2	....	17	17	10	46	56	5	37	42	10	11	21
Total taking examinations	1,513	1,708	3,221	1,518	1,707	3,225	1,521	1,708	3,229	1,523	1,709	3,232	1,520	1,709	3,229	1,516	1,708	3,224

HIGH SCHOOLS

The high schools of the city have housed their full quota of students during the past year, as may be seen by comparing the average enrollment in high schools, 4291 (see tables page 58) with the estimated capacity of these schools as shown in my report for 1912—4200. In fact, Central and East Side schools have both been overcrowded at times during the year.

In September, 1915, the fourth floor of Central High School was completed, thus adding 13 regular classrooms, 3 freehand drawing rooms and 1 music room. This provided accommodations for about 400 additional students. Other changes having increased the facilities of this building, it is evident that the Central High School can relieve, in a measure, the crowded conditions that will exist in February, 1916. This relief, however, will be only temporary.

The original plans for East Side High School, which was built to accommodate 600 students, were drawn with a view to doubling the capacity when it should be necessary. As the total enrollment for 1914-1915 was 761 and the average enrollment 600, it became evident that the time had come for carrying out the original intention. The Board has already taken the matter up, and it is hoped that the work may be begun during the coming year.

The steady increase in the percentage of grammar school pupils who remain to graduate and the corresponding increase in the percentage of these grammar school graduates who enter high school indicates a healthy condition with regard to promotions and a growing desire on the part of the youth of the city to obtain as much education as possible before they are obliged to earn their own livelihood.

From the above it is evident that the purchase of a site and the erection of another high school building in the western section of the city should be expedited in order that this growing demand may be satisfied.

The usual tables concerning enrollment and attendance in high schools and the upper grammar grades are here given

STATISTICS OF ENROLLMENT AND ATTENDANCE OF HIGH SCHOOL PUPILS FOR THE YEAR 1914-1915

School	*Total enrollment	Average enrollment	Average attendance	Per cent. of attendance
Barringer	1,517	1,221	1,158	94.8
Central Com. and M. T.	1,801	1,385	1,284	92.6
East Side Com. and M. T.	761	600	565	94.
South Side	1,362	1,085	1,028	94.7
Total	5,441	4,291	4,035	94.

STATISTICS OF ENROLLMENT AND ATTENDANCE OF HIGH SCHOOL PUPILS FOR THE LAST TEN YEARS

Year	*Total enrollment	Increase	Average enrollment	Increase	Average attendance	Increase
1906	1,952	28	1,493	59	1,406	64
1907	2,010	58	1,523	30	1,442	36
1908	2,126	116	1,602	79	1,521	79
1909	2,379	253	1,814	212	1,726	205
1910	2,654	275	2,087	273	1,954	228
1911	2,922	268	2,202	115	2,062	108
1912	3,269	647	2,514	312	2,358	296
1913	3,910	641	3,053	539	2,832	474
1914	4,579	669	3,473	420	3,245	413
1915	5,441	862	4,291	818	4,035	790

PER CENT. OF INCREASE IN HIGH SCHOOL ENROLLMENT

	*Enrollment	Per cent. of increase
1911	2,922	10.1
1912	3,269	11.9
1913	3,910	19.6
1914	4,579	17.1
1915	5,441	18.8

STATISTICS OF GRAMMAR SCHOOL GRADUATES FOR THE LAST TEN YEARS

Year	Grammar school enrollment	Number graduated January & June	Per cent. graduated	Entered high school Sept. & Feb.	Per cent. entered high school
1906	10,319	1,039	10.	716	68.9
1907	11,550	1,078	9.3	715	66.3
1908	12,270	1,267	10.3	830	65.5
1909	13,408	1,464	10.9	957	65.3
1910	14,535	1,729	11.8	1,039	60.1
1911	15,408	1,869	12.1	1,118	59.8
1912	16,948	2,286	13.4	1,268	56.4
1913	18,583	2,375	13.	1,579	66.4
1914	19,465	2,805	14.4	1,805	64.3
1915	21,216	3,234	15.2	2,203	68.1

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* Includes pupils admitted from grammar schools during year.

ALL YEAR SCHOOLS

In the early days of the republic the population was largely rural and agriculture was the leading occupation. Farming methods were primitive, labor saving machines had not been invented, and the season of caring for and harvesting the crops needed the labor of the farmer's children as well as the labor of his helpers. This brought about the keeping of school during the season when farm work could not well be carried on, and resulted in the long vacation of July and August.

With the great industrial development of the middle of the nineteenth century, the population began to move cityward. The invention of labor saving machinery reduced the number of laborers necessary to carry on the work of the farms. The population of rural communities stood still, or in some cases, decreased, while the cities grew by leaps and bounds. The traditional long vacation remained for years after the reason for it was forgotten. In time there grew up the notion that mental work—five hours a day for five days a week—was too difficult to be carried on in the summer, and that teaching was such a nerve-wearing occupation that two months' relief was necessary in order to secure ten months' satisfactory work. The modern "efficiency" ideas which have so revolutionized our industrial world, have, however, begun to carry over into the educational world, and the taxpayers—the owners of our billion dollar educational plant—have begun to look at idle school buildings with much the same attitude that the stockholder looks at his idle factory building. Judges, probation officers, and others dealing with juvenile delinquents, have noted with alarm the great increase of juvenile crime during the long vacation, and have asked if those vacations were valuable. Educators, noting the time wasted at the end of a vacation in getting pupils back on the track, have asked the same question. And when the recent studies of retardation, promotion and elimination were made, the shortcomings of the educational system were made more strikingly evident. Very few, comparatively, of the vast army entering the primary grade "survived" to reach high school, to say nothing of completing the high school course. Could not something be done to give a better and more complete education to those boys and girls forced into industrial life at an early age? Could not the long summer vacation be utilized in such a way that these boys and girls would be better prepared to meet successfully the trials and temptations of the industrial world? The promotion classes in summer schools had proved that academic work could be done in the summer months and had paved the way for the all-year school.

In the summer school movement, Newark has been a leader since their organization in 1886, and it remained for Newark to establish and prove the value of all-year schools.

Inquiries sent to the Bureau of Education in Washington show almost no literature bearing on all-year schools. In fact, a bibliography submitted by the department is largely made up of references to our own annual reports.

Chicago University, from its beginning, has divided the year into four quarters, and twelve quarters' work, or its equivalent, is necessary to graduation. This work may be done in twelve successive quarters and completed in three years, or three quarters' work may be done per year and the course completed in four years. The summer quarter's work is the same in every way as every other quarter and receives the same credit. Other universities of the west have adopted the plan and have carried it on successfully.

Detroit and Cleveland, in their summer high schools, have gone a step further than our own in giving an all day session in which students may complete a full half term's work. But it has remained for Newark to prove the value of the four-quarter all-year school for elementary pupils.

All-year schools have been in operation in Newark for four years. We can say with confidence that they have passed from the experimental stage and are now an assured success. For three years only two schools—Belmont Avenue and Seventh Avenue (McKinley)—were conducted as all-year schools. In 1915 Lafayette School and the Boys' Industrial School were organized to be operated on the all-year plan. Lafayette is one of the larger schools and is located in a thickly congested part of the city where social and economic conditions are similar to those in the Belmont Avenue and McKinley districts. The enrollment in this school for the year 1914-1915 was 1764. Of this number 1377 enrolled for the summer term on the all-year plan. In the Boys' Industrial School practically every pupil remained for the summer term, and the work carried on was in every way equal to that done during the regular term. These pupils are being definitely trained for industrial life. They are boys who in a year or so will enter shops and work for at least eight hours a day, fifty weeks in the year. The conditions in the school, as nearly as possible, are like conditions in the shops in which these boys will work. To say that they are unable to do such work in July and August would be to deny an almost self-evident fact. They are doing it, and they are completing their course one-third faster and thus the school in any given period of time will be able to train a much larger number of those who are to enter industrial life.

No educational experiment of value has ever been tried that has not been adversely criticized and the failure confidently predicted by both those within and without the educational profession. Some of the most pertinent criticisms aimed at the plan may be enumerated and answered in the light of successful experience.

ATTENDANCE OF PUPILS

The school attendance law is inoperative during the months of July and August, and it was said that on this account few children would attend the all-year schools. This suspicion was based, partly, on an old fallacy that children do not like to attend school. Such may have been the case forty years ago, but it is not so now. One of the strongest characteristics of the Newark schools, and one that is often noted by the visitor, is the evident happiness of the pupils. They like to come to school, as is evidenced by the fact that when compulsion under the education law is removed a large proportion of them wish to come just the same.

Not only has the attendance at the all-year schools been notably good, but it has increased yearly, as the following figures for the summer terms will show:

	Total enrollment	Average enrollment	Average attendance
1912 (2 schools)..........	2,849	2,614	2,397
1913 "	2,764	2,574	2,380
1914 "	2,986	2,772	2,586
1915 (4 schools)..........	4,578	4,470	4,133

While of course the great increase in enrollment in 1915 was due to the opening of the two new all-year schools—Lafayette and the Boys' Industrial—it is gratifying to note a substantial increase in the enrollment of the two previously established schools. Thus, in 1914, there was an average enrollment of 2772 pupils in McKinley and Belmont Avenue all-year schools and in, 1915, 2972 were enrolled in these two schools.

Not only have a great majority of the pupils on roll June 30th returned for the summer term, but the percentage of attendance for the summer term has been uniformly higher than for the regular term, as the subjoined table will show:

	Average enrollment regular term	Percent. of attendance regular term	Average enrollment summer term	Per cent. of attendance summer term	Per cent. of regular term pupils attending summer term
1912 (2 schools)..	3,722	89.	2,614	91.7	70.8
1913 " ..	3,625	90.1	2,574	92.5	70.8
1914 " ..	3,587	90.4	2,772	94.2	77.2
1915 (4 schools)..	5,309	91.5	4,474	92.3	84.1

HEALTH OF CHILDREN

The critics, among them some members of the medical profession in Newark, said that the health of children would suffer. They neglected to take into account that the summer is the healthiest time of the year, that it is the season of fewest contagious diseases, that the children are in rooms ventilated by wide open windows, and that they are carefully looked after by an efficient corps of nurses and medical inspectors. Careful investigation carried on year after year has failed to reveal a case of illness that could be fairly attributed to attendance in the summer term. That the children are not unduly exhausted by the summer work is conclusively shown by the high percentage of attendance in the months following the summer term. In both Belmont Avenue and McKinley schools the percentages of attendance for September and October have been as high or higher than the average for the city, and have been as high as their own September and October percentages before the institution of the all-year plan.

Eminent neurologists, among them Dr. C. L. Dana, add their testimony to the fact that mental work is not necessarily tiring and that the average child is capable of much greater mental exertion than is at present required without suffering any physical injury.

SERVICE OF REGULAR TEACHERS

Many members of the educational profession, perhaps, because they feared the ultimate effect of the success of the experiment on the long vacation, said it would be impossible to get teachers. Not only have many candidates from other schools applied for the vacancies created by the few regular teachers who did not remain, but in 1915 a larger number of the regular teachers remained for the summer term than had done so in any of the three previous summers. Even with an annual increase in the number of all-year schools, it seems certain that a sufficient number of teachers will remain to carry on the work. No pressure has been brought to bear on teachers to remain and none but physically strong teachers should remain. A study of the length of service of teachers in the two all-year schools first estabished shows the following:

Belmont Avenue. There were 40 teachers employed in the Belmont Avenue School for the summer of 1912. Of these, 29 or 74 per cent., were regular teachers in Belmont Avenue School; 11 were appointed from other schools.

In 1913, 20 of the 29 Belmont Avenue teachers returned and 4 other Belmont Avenue teachers were appointed. Of the 9 who did not return, 1 was transferred, 1 was married, 1 secured a better position in a summer camp, 1 did not teach on account of the illness of her mother, 1 had an operation for appendicitis, 1 went on a trip through the west, 2 applied for appointment and could not be suitably placed. Of the 11 teachers from other schools, 2 returned in 1913; 5 applied but wished other grades than those vacant; 1 applied who was on the substitute list and her place was filled by a regularly licensed teacher; I did not teach on account of a death in the family; 1 did not wish to come back; 1 applied but was not wanted.

In 1914, 40 teachers were employed in the summer term. Of these 24, or 60 per cent., were regular teachers in Belmont Avenue School. Of the 24 Belmont Avenue teachers who taught in 1913, 18 returned in 1914. Of the 6 who did not return, 3 were transferred, 1 attended a university course, 2 had taught continuously since graduation from normal school in summer schools, playgrounds and all-year schools, and wished a vacation.

In 1915, 38 teachers were employed in the summer term. Of these 34, or 89 per cent., were regular teachers in Belmont Avenue School. Of the 24 Belmont Avenue teachers who taught in 1914, 18 returned in 1915. Of the 6 who did not return, 2 were married, 1 went to college, 1 had a summer school position and 2 took a vacation.

McKinley (*Seventh Avenue*) *School.* There were 34 teachers employed in the McKinley School for the summer term of 1912. Of these 31, or 91.2 per cent., were regular teachers in McKinley School; 3 were appointed from other schools.

In 1913, 23 of the 31 returned and 13 other McKinley teachers were appointed, making a total of 44, or 92.3 per cent., who were members of the regular teaching force of McKinley School; 4 teachers—of which one was a clerk—were appointed from other schools. Of 8 teachers who did not return, 3 had been transferred to other schools and 1 was married.

In 1914, 32 returned who had taught either in 1912 or 1913; 3 others (new appointments in McKinley School during the year) taught for the first time in all-year schools, making a total of 35, or 87.5 per cent., who were members of the regular teaching force of McKinley School; 5 teachers were appointed from other schools (of these, 5 teachers, which number included a clerk, 3 were former teachers in McKinley School). Of the 10 teachers who did not return, 3 were married and 1 was transferred.

In 1915, 44 teachers were employed in the summer term.

Of these 38, or 86 per cent., were regular teachers in McKinley School. Of the 35 McKinley teachers who taught in 1914, 25 returned in 1915. Of the 10 who did not return, 1 resigned, 1 was sick and 1 was transferred.

So far as can be ascertained no teacher's health has been impaired by reason of summer service. In fact, upon investigation we find that a larger percentage of the teachers employed in these schools have applied and have been employed in the evening schools than of teachers employed in other schools of the city.

The average number of days lost by illness has been actually less during the year for those teachers teaching the summer term than for those taking the long vacation. This, of course, is doubtless due to the fact that physically weak teachers do not remain for the summer term.

COST OF MAINTENANCE

Instead of being an added expense to the community, it can be shown that the all-year schools are, in a very real sense an economy. As the pupils move one-third faster than in the regular school, any school can, in a given period of years, educate one-third more pupils than a school of equal size run on the regular plan.

Let us suppose there are two schools each accommodating three thousand children, one organized on the regular and one on the all-year plan. Let us suppose that all of these children will enter and complete high school. The elementary education of the 3,000 in the regular eight year, 320-week-course, will cost on a basis of 90 cents per week per pupil ($36 per annum), the immense sum of $864,000. The education of the 3,000 in the all-year six-year, 288-week-course, will cost on the same basis $777,600—a saving of $86,400 compared to the regular school. An all-year high school would save, in educating these same pupils, the startling sum of $120,000 more (16 weeks saved per pupil; 16 weeks = 16/40 = 2/5 of a year; 2/5 × $100—approximate per capita cost in high schools) × 3,000 = $120,000.

The opening of more all-year schools reduces the amount of building necessary to accommodate the rapid growth in school population. A study made last March of the additional progress made by the pupils of the two all-year schools which were first established shows that 283 pupils had been graduated who, under the regular plan, would have been still in the schools. Reckoning 40 pupils to the class, there would have been seven additional classes in the two buildings. This would have made necessary fourteen half-day classes in those schools. As these pupils would have been practically all in the upper grammar grades, where the salary per teacher is at least $1,000, the additional cost to the city under the old plan would have been at least $7,000 per annum.

ADDITIONAL PROGRESS OF PUPILS IN ELEMENTARY GRADES

A considerable number of over age foreign children have been able to complete the 5A grade and receive their working papers. They have been eliminated from the school at an earlier age and the city has been saved the cost of their further instruction. Whether we approve of this elimination or not, the economic stress in many families compels the children to become wage-earners as soon as they reach their fourteenth birthday, provided they have completed the 5A grade. From investigations covering the past year, a class of at least 40 pupils has been eliminated in this way, thus making another saving of several hundred dollars.

In addition to this the all-year schools must be credited with advancing one year the average number promoted during three years. This is approximately 2,000 pupils. While this can be shown to be an economical proposition on account of the additional amount of instruction which has been secured for the expenditure, the greater argument is based on the fact that this great number of pupils have been regularly advancing in their work, thereby making it possible for them to get that much farther in the school system than they otherwise could have done. Thus, a boy who is now in the fifth grade instead of the fourth, by reason of the all-year school is practically certain of reaching a grade in the school system one year in advance of what he could have attained under the old plan.

Many of the most eminent students of pedagogy, among them Commissioner P. P. Claxton of the United States Bureau of Education, have proclaimed that at the age of twelve the average pupil is ready for high school work. The work of the seventh and eighth grades is not difficult for pupils of average ability and a great number are found in the regular schools who graduate at twelve and thirteen. These pupils make excellent progress in our high schools. Dr. Lowell, the president of Harvard University, from an exhaustive study of the students' age of entrance at Harvard, concludes that the younger students not only do the best work, but conduct themselves better than those who enter at nineteen or twenty.

The average age of graduation from the all-year schools is somewhat lower than in the other schools of the city. This average age will be approximately two years less when the all-year plan has been in operation six years. The fact is very evident, however, that many of the pupils now *graduating* from the all-year schools would, by reason of economic pressure, leave school before completing the 8A grade under the old plan. Pupils who are in the upper grades in these schools and who have reached the age of fourteen are allowed by their parents to remain and graduate. Under the old plan they would have been fifteen or sixteen at graduation and it would have been impossible to hold them. The all-year plan overcomes the retardation in lower grades which before the plan was introduced eliminated many pupils before the eighth grade was reached.

PROGRESS OF ALL-YEAR SCHOOL GRADUATES IN HIGH SCHOOLS

Another proof that these pupils were not being injured mentally by their accelerated progress, is their progress after entering high school. It has been found that not only are as great a percentage of all-year school graduates up to grade in the high schools as of the graduates of other schools, but many of these graduates have gained advanced standing.

Six classes from McKinley School, whose progress in high school has been traced, show the following:

August,	1912, up to grade....81. %; of these 27. % above grade
January	1913, up to grade....90.5%; of these 19. % above grade
August,	1913, up to grade....80.8%; of these 11.5% above grade
December,	1913, up to grade....90. %; of these 70. % above grade
August,	1914, up to grade....80. %
August,	1914, up to grade....80. %

The study in Belmont Avenue School was conducted on individuals instead of classes and shows that between 80 and 85 per cent. are up to grade in the high school course.

The last promotion report of Barringer High School shows that 77.5 per cent. of the pupils enrolled are being regularly promoted.

That many of the pupils from the all-year schools have been able to gain advanced standing is an added evidence that they are not too immature to do satisfactory high school work.

The strongest argument, however, that can be made is not the percentage of promotion, but the fact that such a great number have been able to get a partial high school education. These pupils will have a broader outlook on life and cannot help but develop into better citizens than they would without that training.

The boy of twelve may not have the general knowledge of the boy of fourteen and if graduated from an all-year school at twelve probably has not the general knowledge he will have two years later. But it hardly seems possible that the amount of book knowledge that he may possess will prevent him from gaining that general knowledge before he is fourteen.

COURSE OF STUDY

The question has been asked as to how a course of study covered in 320 weeks in the regular school can be covered by the pupils in the all-year school in 288 weeks. This can be answered in various ways.

The question has been asked, "Has the pupil graduating from the all-year school at twelve years of age as much knowledge at the time of graduation as he would have if he went to a regular school and graduated at fourteen?" Probably not, because in the second case he would be two years older and would have had that much longer contact with the world. But on the other hand, a pupil graduating at fourteen years of age has not had the opportunity to gain the general knowledge that a pupil graduating at sixteen has had and many of our pupils in the regular schools graduate at sixteen. The pupil graduating at twelve years of age from the all-year school has been making a continuous mental growth at a regular rational speed instead of in periods of ten months' work followed by two months' rest. After the two months' rest, from two to three weeks are lost in reorganization and review. While the all-year schools are theoretically reorganized every twelve weeks, it is planned to keep the organization complete through twenty-four weeks. The year being practically continuous, few pupils drop out between terms and no time is lost in reorganization in September.

The question has been raised that if these pupils can complete the work in 288 weeks, why not reorganize the entire system on a basis of seven 41-week years, or 287 weeks. This can be answered as follows: Each of the seven years made up of forty-one weeks would be completed by examinations, for which some preparation would be made. The close of each year would be followed by a nine weeks' vacation. At the opening of the fall term at least two weeks would be lost in reorganization and review. This, added to the time spent in preparation for June examinations, would mean a loss of probably four weeks per year or twenty-eight weeks in an elementary course of seven years. Deducting twenty-eight weeks from 287 weeks, we find that we would be attempting to do in 259 weeks what is done in the all-year schools in 288 weeks. Another point would be that in the seven-year plan, all pupils—bright, dull or over age—would be in the classes. In the all-year schools the dull, apathetic, unambitious pupils of the middle grades do not attend the summer term.

For instance: Of the pupils on roll in June, 1914, in the all-year schools, practically all of the pupils of grades, 1, 2 and 3 returned for the summer; of the 7th and 8th grades from 85 to 90 per cent. returned. In the 4th, 5th and 6th grades the number fell to from 50 to 70 per cent. This is due to the fact that the pupils of these middle grades are able to earn some money during the vacation and also to the fact that they are not old enough to be able to see the gain they would make by staying. The pupils who give teachers most trouble from every standpoint are those in the 4th, 5th and 6th grades. Not being bothered by these lazy, troublesome pupils, the remaining pupils of the class make faster progress. The unambitious, lazy pupil is not compelled to attend the all-year school, and he does not come.

BRANCH LIBRARIES IN ALL-YEAR SCHOOLS

Branch libraries were established in the McKinley, the Lafayette and the Belmont Avenue all-year schools, and proved of great value. In Lafayette School certain pupils were delegated to assist the librarian after school hours and thus were familiarized with many details of the library plan. Cases of specimens from the Newark Museum were loaned to these schools and proved of great interest. The further development of these branch libraries and their use by the adults as well as the children of the respective neighborhoods will help to develop a greater feeling of interdependence between the schools and the communities.

NEED OF AN ALL-YEAR HIGH SCHOOL

The terms in the all-year schools begin September 1st, December 1st, March 1st and June 1st. The terms in the high schools begin September 1st and February 1st. For the pupils graduating November 30th and February 28th from the all-year schools, special classes have had to be formed in the high schools, and in some cases it has been difficult to do this. The splendid success of the summer high schools shows plainly that large numbers of students would welcome the establishment of an all-year high school. High school students are fairly mature boys and girls, pursuing studies that can be grasped more readily by continuity of application. Many of them are over age and would welcome an opportunity to progress faster. Many others are kept in school only by great sacrifice on the part of their parents, and any shortening of their course would lift the burden of support from their parents.

For many of the high school students the long summer vacation is wasted. Opportunity may at times be offered for work which is far from helpful in the proper development of the student's future growth. Doubtless many pupils fail to return to the high schools in September who left in June with every intention of returning. The all-year high school would hold many more pupils through the completion of the course and should be established without delay. It would be necessary to make the school selected a general high school, giving all of the courses, but the terms would co-ordinate so closely with those in the other high schools that pupils could transfer from school to school with practically no loss.

During the four summers that the all-year schools have been in session they have been visited by many eminent educators. Dr. Calvin N. Kendall visited the schools in 1915 and after going through class after class where pupils were working as happily and with as great interest as at any other time of the year, he expressed himself as heartily in favor of the plan. A bulletin issued by the State Department of Education will contain a description of the plan.

The constant growth of the all-year schools in Newark has been most gratifying. The shortening of the time required to complete the elementary course of study has appealed strongly to the parents of those children who must go into the industrial world at an early age. The trend of modern thought toward a more economic use of the school plant is an added argument for the further development of this type of school. In fact, the opening in 1915 of the two additional schools—Lafayette and the Boys' Industrial—as all-year schools is only a forerunner of the extension of this plan to other schools of Newark in the near future.

A tabular statement showing enrollment, attendance, etc., in the four all-year schools from July 6, 1915, to August 20, 1915, is given below:

STATISTICS OF ENROLLMENT, ATTENDANCE, ETC., ALL YEAR SCHOOLS FROM JULY 6, 1915, TO AUGUST 20, 1915

	Grammar	Primary	Kindergarten	Total
Total enrollment	1,638	2,441	679	4,758
Average enrollment	1,560	2,279	635	4,474
Average attendance	1,478	2,118	537	4,133
Per cent. of attendance	94.7	92.9	84.5	92.3
Number who left during term	105	153	40	298
Number of pupils promoted	1,234	1,900	115	3,249
Number of pupils not promoted	138	323	523	984
Per cent. of pupils promoted	79.	83.3	18.1	72.6
Number of cases of tardiness	134	363	58	555
Number of cases of illness attributable to school	....	....	......	....
Number of days illness of teachers (in all)	2.5	16	4	22.5
Number of cases of quarantine, teachers and pupils	2	9	1	12
Number of classes	45.	56.	12	113

	Males	Females	Total
Number of teachers employed, including principal and clerk	20	112	132
Number of graduates	59	44	103

Reasons for non-promotion—Irregular attendance, 74; personal illness, 9; mental incapacity, 120; physical defect, 13; lack of interest, 54; entered late, 51; other cause, 663; total non-promoted, 984, or 27.4 per cent.

SUMMER SCHOOLS

The summer schools of 1915 continued their rapid growth of the preceding year. In 1914 the increase was 5,269 and in 1915, 3,482. These increases are noteworthy since in previous years we had come to regard 1,000 or thereabouts as a normal growth. The opportunity offered to advance more rapidly was the incentive. There were enrolled in promotion classes for the summer of 1915, nearly 11,000, or one-half the total summer school enrollment. The high percentage of promotions proves that those enrolled in promotion classes were superior pupils. In the regular schools the average percentage of promotions was 89.8, whereas, in the summer school promotion classes the corresponding percentage of promotions is 90.8.

PROMOTION CLASSES

Tabulated records of the attendance, etc., in promotion classes in the elementary schools for the season of 1915 follow and speak for themselves:

Distribution by days attendance:

	Males	Females	Total
Present between 1—10 days	717	667	1,384
Present between 11—20 days	818	746	1,564
Present between 21—30 days	4,714	4,621	9,335
Total number of pupils enrolled	6,249	6,034	12,283

Enrollment, etc., of Promotion Classes by Grades

GRADE	No. of pupils enrolled	No. who left before end of term	No. who succeeded in making up failures	No. who failed to make up failures	No. taking work to strengthen next term's work	No. recommended for advanced standing (Not included in preceding columns)	No. who failed to gain advanced standing (Not included in preceding columns)
8 A	181	41	48	8	48	33	3
8 B	560	121	97	42	122	136	42
7 A	641	138	95	58	163	112	75
7 B	817	199	94	60	189	137	138
6 A	734	154	100	75	183	108	114
6 B	801	186	63	101	229	108	114
5 A	969	210	86	97	264	126	186
5 B	1,001	220	86	105	359	107	124
4 A	853	178	64	95	277	118	121
4 B	938	191	65	64	363	155	100
3 A	799	140	71	54	363	105	66
3 B	729	138	51	49	387	77	27
2 A	536	116	23	24	308	53	12
2 B	583	66	20	100	345	41	11
1 A	214	24	6	9	169	3	3
1 B	242	45	......	14	179	4	......
Total	10,598	2,167	969	955	3,948	1,423	1,136

Enrollment, etc., of Promotion Classes by Subjects

	Enrolled	No. left before examinations	No. not taking examinations	No. taking examinations	No. passing in 1 subject	No. passing in 2 subjects	No. passing in 3 subjects	No. passing in 4 subjects
(1) For 1 subject—								
Boys	244	58	23	163	104	....	....	....
Girls	265	50	19	196	115	....	....	....
(2) For 2 subjects—								
Boys	279	37	24	218	62	112	....	....
Girls	238	30	8	200	53	100	....	....
(3) For 3 or more subjects—								
Boys	625	122	29	474	126	102	116	39
Girls	667	102	32	533	124	110	151	69
(4) Pupils strengthening work—								
Boys	2,202	528	586	1,088	280	245	187	141
Girls	2,262	542	617	1,103	254	245	223	141
(5) For advanced standing (Not included in above)—								
Boys	1,575	287	50	1,238	223	223	262	409
Girls	1,500	278	54	1,168	228	193	259	340
Total Boys	4,925	1,032	712	3,181	794	682	528	588
Total Girls	4,932	1,002	730	3,200	777	646	633	553
Grand Total	9,857	2,034	1,442	6,381	1,571	1,328	1,201	1,141

Summary of Statistics of Promotion Classes of Elementary Summer Schools, 1915

Number of pupils enrolled—Boys	5,309	
Girls	5,289	
Total		10,598
Number who left school before end of term		2,167
Number who succeeded in making up failures		969
Number taking work to strengthen next term's work		3,948
Number recommended for advanced standing (not included in preceding)		1,423
Number not taking examinations		1,442
Number taking examinations		6,381
Number passing in *one* subject		1,571
Number passing in *two* subjects		1,328
Number passing in *three* subjects		1,201
Number passing in *four* subjects		1,141

If Supervisor Pitkin's recommendation that the principals be allowed to establish rapid advancement classes in February for pupils desiring to do three terms' work in two regular terms and a summer term, is accepted, a strong appeal will be made to ambitious pupils who wish to save time in their elementary schooling. A closer integration of the work of the summer term with that of the regular term would be effected by this means.

The customary tables showing enrollment, attendance, etc., of all summer schools, including high schools, as compared with similar figures for 1914 are given below, together with the combined statistics of enrollment and attendance for all-year and summer schools:

TOTAL ENROLLMENT IN ALL SUMMER SCHOOLS

Year	Boys	Girls	Total
1915	12,566	12,206	24,772
1914	10,686	10,604	21,290
Increase	1,880	1,602	3,482

AVERAGE ENROLLMENT, AVERAGE ATTENDANCE, AND PER CENT. OF ATTENDANCE

Year	Average enrollment	Average attendance	Per cent. of attendance
1915	20,941	19,288	91.5
1914	18,008	16,411	90.8
Increase	2,933	2,877	.7

DISTRIBUTION OF PUPILS BY DEPARTMENTS

Year	High	Grammar	Primary	Kindergarten
1915	1,685	8,193	12,404	2,490
1914	947	7,327	10,775	2,241
Increase	738	866	1,629	249

The number of separate classes in elementary schools was: Kindergarten, 29; primary, 169; grammar, 50; promotion, 304, making a total of 552, an increase of 81 over the preceding year.

The number of teachers employed in elementary and high schools was: Males, 122; females, 652, making a total of 774, an increase of 173 over the preceding year.

The sources from which summer school pupils (elementary and high) came were: Public schools, 21,987; private schools, 1,600; never before attended school, 1,185.

COMBINED STATISTICS OF ENROLLMENT AND ATTENDANCE, ETC., OF ALL-YEAR AND SUMMER SCHOOLS

	All Year	Summer	Total
Total enrollment	4,758	24,772	29,530
Average enrollment	4,474	20,941	25,415
Average attendance	4,133	19,288	23,421
Per cent. of attendance	92.3	91.5	....
Number of pupils promoted	3,249	3,688	6,937
Number of pupils recommended to skip a grade	....	1,423	....

In this connection a table showing the percentage of pupils enrolled in the several public schools of the city on July 2, 1915, that attended the summer schools may be of interest. This table was printed for the first time in my report of a year ago. On referring to those figures we find that there has been a gain of 5 per cent., *i. e.*, 40.2 per cent. of the enrollment in all schools, with the exception of all year and special schools, on July 2, 1915, were this year enrolled in summer schools.

The following table shows the percentage of pupils enrolled in the various public schools of our city on July 2, 1915, that attended summer schools:

	Enrollment July 2, 1915	No. enrolled in summer schools	Per cent. of June enrollment attended summer school
Barringer High	1,264	583	46.1
Central C. & M. T. High	1,332	449	33.7
East Side C. & M. T. High	601	143	23.7
South Side High	1,144	457	39.9
Abington Avenue	1,159	839	72.3
Alexander Street	887	79	8.9
Ann Street	1,231	394	32.
Avon Avenue	1,453	729	50.1
Bergen Street	1,505	582	38.6
Berkeley	775	103	13.2
Blum Street	75	....	....
Bruce Street	698	293	41.9
Burnet Street	1,250	473	37.8
Camden Street	1,165	716	61.4
Carteret	733	58	7.9
Central Avenue	1,166	521	44.6
Charlton Street	1,615	848	52.5
Chestnut Street	744	150	20.1
Cleveland	1,756	1,112	63.3
Dayton	62	4	6.4
Eighteenth Avenue	1,260	716	56.8
Eliot	863	82	9.5
Elizabeth Avenue	218	16	7.3
Fifteenth Avenue	1,202	469	39.
Fourteenth Avenue	1,114	489	43.8
Franklin	1,615	928	57.4
Garfield	940	88	9.3
Hamburg Place	1,507	505	33.5
Hawkins Street	650	202	31.
Hawthorne	1,128	595	52.7
Lawrence Street	361	16	4.4
Lincoln	565	58	10.2
Madison	1,433	666	46.4
Market Street	190	10	5.2
Miller Street	1,219	185	15.1
Monmouth Street	1,140	643	56.4
Montgomery	972	432	44.4
Morton Street	1,611	847	52.5
Newton	1,688	1,326	78.5
Ridge	499	27	5.4
Robert Treat	1,575	682	43.3
Roseville Avenue	402	100	24.8
South Street	893	253	28.3
South Eighth Street	1,208	386	31.9
South Market Street	917	225	24.5
South Tenth Street	1,046	539	51.5
State Street	101	10	9.9
Summer Avenue	604	77	12.7
Summer Place	269	12	4.4
Sussex Avenue	948	349	36.8
Walnut Street	328	21	6.

Warren Street	818	428	52.3
Washington Street	757	301	39.7
Waverly Avenue	742	322	43.3
Webster	1,082	753	69.5
West Side	1,568	468	29.8
Total	*54,248	*21,759	*40.2

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* Does not include all-year schools and special schools.

The high school registration of 1915 was double that of 1914. In 1914, work in only the first two years of the high school courses was provided. In 1915 there was a demand for the whole range of high school studies which was satisfied by the establishment of classes in any subject for which a sufficient number of pupils registered. Hereafter there will undoubtedly be a similar demand for the full high school curriculum. In this event it may be thought desirable to establish one or more all-year high schools, as heretofore recommended.

The State has approved the courses of study adopted for use in the summer high schools, but insists that regularly licensed high school teachers be employed. In view of this fact, it is recommended that an increase sufficient to attract some of the best teachers of our system be made in the pay of summer high school teachers.

TOTAL ENROLLMENT IN SUMMER HIGH SCHOOLS

Year	Boys	Girls	Total
1915	940	745	1,685
1914	520	427	947
Increase	420	318	738

AVERAGE ENROLLMENT, AVERAGE ATTENDANCE, AND PER CENT. OF ATTENDANCE IN SUMMER HIGH SCHOOLS

Year	Average enrollment	Average attendance	Per cent. of attendance
1915	1,496	1,424	95.2
1914	864	811	93.8
Increase	632	613	1.4

The number of teachers employed in the two summer high schools was: Males, 45; females, 23, making a total of 68.

The success of the summer schools, both elementary and high, is largely due to the efficient work of Supervisor Pitkin, whose report is to be found on page 190.

PLAYGROUNDS

The Newark playgrounds were established and maintained by the Newark Educational Association and the Common Council in 1899, and by permission of the Board of Education were conducted in several of the school yards. After a year or two the Association recommended that the playgrounds become a part of the school system, and in 1902 the Board of Education opened ten school yards as playgrounds and assumed their organization and maintenance. Three of the Essex County parks were also included in this list. The average daily attendance for the first year was 2,918. In 1904, Mr. Randall D. Warden, the present Director of Physical Training, was appointed as Supervisor of Playgrounds. Seven school yards and three parks were opened that year with an average daily attendance of 3,104. The playgrounds have steadily increased in number and in daily attendance. This year there was an average daily attendance of 12,192 in the twenty-two public school playgrounds. The great demand for such activities is evidenced by this large attendance, especially when we take into account the provision also made by the County and City Commissions for supervised play.

At first young normal students or teachers of little experience—all women—were employed to take charge of the playgrounds. As the boys seemed to find little interest in yards conducted wholly by women and the consequent absence of boyish sports and athletics, the experiment of appointing men to these positions was tried in 1905. On account of the low compensation college under-graduates were practically all that could be obtained and their inexperience and lack of training for such work did not effect any marked improvement in organization.

Few people realize that playground workers must be specially trained to do this kind of work. Our playgrounds have reached their present state of efficiency largely because of the better preparation required of the teaching force. Candidates, in order to be eligible to take the practical test, must hold a certificate of graduation from a four years' high school course, or its equivalent, and must have had at least one full year in either a college or teacher's normal school. Applicants so eligible are given a practical test by the Board of Examiners assisted by the Director of Physical Training. Those obtaining 75 per cent. or more are considered for playground appointment. For four years a playground course has been given by Director Warden and his assistants during April and May for the benefit of playground workers.

The school playgrounds are equipped with the most up-to-date galvanized apparatus and are organized with efficient and well-trained teachers as stated above. The corps of teachers in one playground, for instance, is made up of a male and a female director, a male and a female teacher of gymnastics, a kindergarten teacher, a teacher capable of teaching occupational work, a pianist, and one or more assistants, according to the size of the yard. Some yards have ten teachers, some no more than six. All work is modeled upon a syllabus and each yard has its own program.

The playgrounds begin their day with opening exercises held in the yard or auditorium of the school building. Newark is most liberal in allowing the playgrounds to use the school buildings. Classes are carried on in several of the class rooms, the kindergarten room, the kitchen, and the gymnasium.

Since 1904 the season has closed with a final exhibition held at Branch Brook Park. In 1914 it took the form of a Pageant of Newark History and in 1915 a County Fair was portrayed. The Annual Athletic Meet of the Playgrounds has also been a part of the scheduled work. For the past three years the athletics have been specially supervised by an expert.

The usual data showing the distribution of attendance and the teachers employed is on the following page:

AVERAGE DAILY ATTENDANCE IN PLAYGROUNDS

	Under ten years of age	Over ten years of age	Total enrollment
1915	5,790	6,402	12,192
1914	5,210	5,598	10,808
Increase	580	804	1,384

NUMBER AND SEX OF INSTRUCTORS EMPLOYED

	Men	Women	Total
1915	67	101	168
1914	65	98	163
Increase	2	3	5

EVENING SCHOOLS

Evening schools have for some time maintained a position of considerable importance in city school systems. In the early days of these schools the studies were traditional, the teaching indifferent, the educational purposes vague and nuformulated. These were the days of the Philistine, who, Chinese fashion revered the past and resolutely shut his eyes to the demands of the present. The basic requirement of modern school systems, that pupils shall be educated into the life around them and not away from it, had not yet been proclaimed as fundamental. The evening schools were among the first to respond to the new requirement because all the pupils were already in the industries and knew from hard experience their limitations because of faulty and inadequate schooling. These workers had seen the grim handwriting on the walls of shops and stores, "Let him who is untrained abandon hope."

The evening schools have found themselves and are trying to supply the needs of community life in our city along a number of lines. Prominent among these are:

1. *Giving the foreigner in our midst a working knowledge and command of the English language.* Without it he will forever remain an alien no matter how long he may live among us. In addition to this, there has been in operation in the evening schools an excellent course in civics especially designed to familiarize the pupils with the groundwork of our government and institutions, with the

privileges and obligations of citizenship, with the legal requirements for naturalization, and the methods of procedure prescribed for getting citizenship papers. This valuable training for citizenship has attracted attention in other places. Supervisor Taylor says in his report: "It is gratifying to note that this work has attracted attention in other cities. Letters of inquiry, coming from as far away as the Pacific coast, have been received asking about our plans, methods and results in the instruction of foreigners. The most flattering comment is to be found in a recent bulletin of the Naturalization Bureau at Washington: 'The course in civics for the evening classes of Newark, which has been adopted by the Board of Education of that city, is regarded by the United States Bureau of Naturalization as the most complete and practical yet submitted and one calculated to encourage and assist to the utmost the alien in his effort to qualify for citizenship.'"

2. *The extension of the vocational courses fitting students to enter the industries.* The experience of the past year in carrying the school into the shop has been most encouraging. In this way the evening schools are pursuing a well-defined purpose to develop a unified system of education that will bring the school and the shop into close cooperation.

3. *The Regents' Classes.* The attempt was made to merge these classes with others, but it was found that pupils who were preparing for Regents' examinations wished to concentrate upon the studies required and regarded anything else in the course as waste time, so during the last two years these Regents' classes have been returned to the original basis, namely, specific preparation in those subjects in which the students expect to be examined. In this way many pupils in these classes in the evening schools have obtained credits, either partially or wholly, qualifying them for admission to higher professional schools. In Mr. Taylor's words, the value of these classes is seen in the fact that to many they are the only means of admission to professional life.

4. *The study classes.* These classes, which, during the last winter, were in operation in seven different schools, enrolled 573 pupils. The first attempt to establish these classes met with indifferent success, but the demand for such classes was so clear and unmistakable that, notwithstanding some failures at first, the system has come to be fairly well established. Supervisor Taylor recommends that rooms be opened for students attending the day high schools and who may need some quiet place in which to prepare the lessons for tomorrow—rooms that are without the supervision and instruction of a teacher but governed by the pupils themselves.

The course of lectures on Municipal Government given by Professor Howard L. McBain of Columbia University in the Free Public Library was well attended. An audience of from 30 to 60 men and women gathered two evenings each week for ten weeks to listen to Dr. McBain's admirable presentation of the subject. A total of 62 persons (not counting the occasional visitor) were registered. When we take into account the fact that, although this was practically a university course, it did not carry any university credits, it becomes quite evident that those who attended did so through personal interest and derived great profit therefrom.

SUMMARY OF EVENING SCHOOL STATISTICS FOR THE SCHOOL YEAR 1914-1915

NAME OF SCHOOL	Total number enrolled	Average daily attendance	Total number of teachers
Technical—			
Fawcett School of Industrial Arts	1,147	609	29
Boys' Industrial School	274	125	8
Total	1,421	734	37
Industrial High—			
Bergen Street	1,059	413	26
Central C. & M. T.	2,608	999	53
East Side C. & M. T.	1,177	491	32
Franklin	537	188	16
Morton Street	897	293	18
Robert Treat	817	321	21
Total	7,095	2,705	166
Gymnasiums—			
Barringer	251	38	3
Webster	216	51	2
Total	467	89	5
Elementary—			
Belmont Avenue	1,123	566	30
Bergen Street	275	113	6
Central Avenue	642	241	11
Cleveland	710	267	16
Franklin	469	197	11
Hamburg Place	469	221	12
Lafayette	703	280	15
Morton Street	973	358	19
Newton	617	260	13
Robert Treat	442	204	10
Seventh Avenue	504	261	13
South Street	373	143	7
South Eighth Street	298	129	8
South Market Street	276	146	8
South Tenth Street	553	289	16
Washington Street	383	209	10
Total	8,810	3,884	205
Lecture Course—Municipal Government	62	27	....
Grand Total	17,855	7,439	*440

* Includes supervisors and special teachers.

† Not included in other schools.

The increase in total enrollment over that of last year was 800—a normal increase. It is to be noted, however, that the greater increase for several years past has been in the high school departments. There is a slight falling off in the foreign classes, due, no doubt, to restricted immigration. The enrollment in the English classes, affected so seriously last year by the change in the Compulsory Attendance Law, has again regained its balance and shows an increase over last year of 678 on a strictly voluntary attendance.

The efficient work of Mr. Arthur V. Taylor, Supervisor of Evening Schools, has done much toward bringing these schools up to their present standard of excellence. The report of Mr. Taylor, giving the work of the evening schools in detail, will be found on page 201.

PUBLIC LECTURES

The other great department of evening activity under the control of the Board of Education is our splendid system of public lectures. During the past year the total attendance at these lectures has been over 163,000. Their popularity is on the increase and it is difficult at times to secure auditoriums large enough to hold the crowds that wish to hear and see. The presence of many young people at these lectures is not to be deplored nor criticized. The higher classes of the elementary schools and high school pupils very often derive the most benefit from the lectures.

It is hoped that means will be found during the coming year, with the multiplication of centres throughout the city and the growth of our city, to enlarge and extend this work. According to the report of Supervisor Balcom, the Newark system has influenced all the surrounding towns, and he is frequently called upon to name lecturers and topics for similar courses established in neighboring municipalities.

MANUAL ARTS

A clearer conception of the relationship of all the manual arts in the schools to each other and to the regular courses of study has been formed. Drawing, color work, manual training, sewing, domestic science are all now seen to be clearly interrelated through the medium of art. In the words of Director Froehlich, there is a growing conviction among those in charge of school systems that the ends of economy, efficiency, sympathy and co-operation are all served through this interrelation of the manual activities. Not only are they all interrelated in the manner so stated, but they have all taken on a definite relation to social needs. Formerly manual training dealt with projects many of which were not of practical value, but now pupils make such things as a telegrapher's keyboard, electric motors, flower boxes, color charts, quadruplex theatres for use in primary schools, etc. The sewing in the elementary classes is intended to develop a degree of skill that will enable the 8A girls to make their graduating dresses. Domestic art and domestic science have special reference to housekeeping and its efficient conduct. In high school drawing, interior decoration, costume design, printing, art needlework are studied. Along these lines the department of manual arts has made great strides and promises splendid results in the future.

THE GARY PLAN

Two details of the Gary Plan are responsible for its wide publicity. The first grows out of the duplicate school feature whereby practically two schools may be accommodated in one building or one school plant, thus saving the cost of construction. The other consideration is the glaring fact that the most expensive municipal buildings in every city in the country are standing idle most of the time. The Gary Plan proposes to make the maximum use of these buildings all year for every day in the week, both day and night.

THE CITY OF GARY

The city of Gary, Indiana, is a United States Steel Corporation town of 40,000 people. Eight years ago the site of the present flourishing city was a barren waste of sand without habitation or population. Today it is equipped with all the utilities and facilities of a modern city and is rapidly developing into a populous industrial centre.

The population is made up of foreigners, a large number of whom are recent immigrants, embracing some thirty nationalities. Among the population are many skilled workmen and scientific specialists, but the bulk of the labor force is unskilled, and a large number are illiterate and ignorant of the English language. The children of all these attend the public schools.

The rapid growth of the city and the character of the population presented a problem of uncommon difficulty in providing adequate educational facilities. In solving this problem there has developed in Gary a unique and ingenious school system. The following figures give some idea of the growth of the system:

Number of teachers—1906	4
Number of teachers—1913	120
Number of pupils—1906	143
Number of pupils—1913	4,000
School tax—1907	$52,573
School tax—1912	$244,687
Bonded school indebtedness	$332,500

WHAT IS THE GARY PLAN?

The essential features of the Gary Plan are:

1. A duplicate school scheme in which all activities, work, study and play are duplicated. Not a double session plan.

2. A richer but less expensive school plant and a wider use of it.

3. A longer day for the pupils, but no longer hours for classroom instruction by the teachers.

4. Co-operation between the public schools and available community agencies, such as libraries, playgrounds, settlements, churches and museums.

5. Opportunity for shop work, but not for industrial training in the sense that the pupils are directed into certain trades. Children of elementary school age are not forced into specialized training.

6. School is going all the time—that is, there is a maximum use of all the available units of the building.

7. Flexibility—that is, adaptation (a) to the needs of the particular community, and (b) to the needs of the individual.

Just as much academic work is provided as in the traditional school.

Other features of the Gary Plan not regarded as essential are:

1. An organization which prevents a chasm between the elementary and high school, and prevents pupils from dropping out of school at critical periods in their lives by the introduction at such times, of subjects which appeal to awakening interests not satisfied by a continuous and exclusive devotion to the "common branches."

2. Departmental teaching.

3. Greater freedom for the pupils in self-activity in work and self-control in conduct.

4. Reduction of overhead charges for supervisors.

5. The possibility of having pupils help each other.

6. The possibility of having pupils do work in more than one grade, and of promoting them by subjects instead of by grades.

7. More realism in industrial work by placing it under the direction of expert workmen from the ranks of laboring men.

SOME COMPARISONS

In 1913-14 the per capita cost of instruction in elementary and high schools in Gary was $33.50, 20 per cent. less than New York's $42.28.

Gary provided twice as many hours' regular schooling as New York.

In Gary 50 per cent. more children went to high school than in New York. There are as many children in the eighth grade in Gary as in the seventh, and as many in the first year in high school as in the eighth elementary grade.

Every child from four to five years of age was in kindergarten in Gary, whereas in New York only one two-hundredths of all children from four to five years of age were in public school kindergartens.

In Gary the evening school enrollment exceeded the day school. In New York it was only one-tenth of the day school.

One hundred per cent. of the schools opened forty Sundays. Only 1 per cent. in New York City.

In the summer of 1915 Gary schools had all their playgrounds, gymnasiums and swimming pools open, with supervisors for all children, for three months, from 9 A. M. to 10 P. M., and opportunity classes, gardening and manual training for all children for two months, from 9 A. M. to 4 P. M., whereas New York City opened playgrounds in only one-fifth of its schools and offered opportunities for summer school activities to only 1 per cent. of its school children.

THE TIME SCHEDULE

During the year 1913-14 the schools had ten months regular school and ten weeks vacation school, but they are working toward an organization of four quarters of twelve weeks each. Under this plan ,pupils will be required to attend any three of the four quarters, attendance the remaining quarter being wholly voluntary. During this quarter of voluntary attendance pupils are to make use of their time with great freedom, choosing for themselves the best way in which to spend their vacation time. For such choice, a thirty-six weeks' compulsory attendance prepares the way.

Superintendent Wirt summarizes the advantages of the four-quarter form of organization in the following statement:

1. Many children are unavoidably absent during the school term under the old form of organization. Under the four-quarter arrangement, the allotted vacation of such children can be so arranged as to include such absence, thus insuring thirty-six weeks of schooling to them.

2. Older children can take their vacation of twelve weeks any quarter of the year during which they can find the most profitable employment. This is of special advantage to those families dependent upon assistance derived in this way.

3. Many times, on account of bad weather, contagious diseases, colds, lack of clothing, overcrowded and unsanitary school conditions, etc., the summer quarter, for many very young children especially, is far better than the winter term.

4. The cost of maintenance is not changed. With the same number of pupils per teacher, and giving thirty-six weeks of school, the cost is the same whether the pupils are all taught together for thirty-six weeks or only three-fourths of them together for forty-eight weeks. Moreover, this plan makes possible, without increased expenditure, a more adequate salary for teachers who are willing and able to accept employment for forty-eight weeks in the year instead of thirty-six. Furthermore, teachers, as well as pupils, could take a vacation any one of the four quarters, instead of always being compelled to take their vacation in the summer as at present.

5. By permitting pupils to drop out of school at the beginning of any quarter of the year for their vacation, the classes would have to be twelve weeks apart. This would facilitate the easy transfer of pupils from one class to another, thus breaking up the "lock-step" and arriving at a wise compromise between individual and class instruction.

THE DAILY PROGRAM

For the lower grades the school day is from 8:45 to 11:45 in the forenoon and from 1:00 to 5:00 in the afternoon, making a total of seven hours. For the upper grades and high school, it is from 8:30 to 12:00 in the forenoon and from 1:15 to 5:00 in the afternoon, making a total of seven and a quarter hours. The teachers are required to be on duty at eight o'clock in the morning to assist pupils in work or play. The regular classroom teachers may depart at four in the afternoon. All others must remain till five.

The pupils' leisure time, which in most cases becomes "street and alley time," to use Superintendent Wirt's way of putting it, is utilized for recreation and supplementary work. The playground teachers have charge of all the recreational facilities for an hour before school, during the noon hour, and for an hour after school. The number of such teachers makes it possible to divide this time among themselves so that the attendance of any one of them is not required for more than one of these extra periods each day.

The plant is open on Saturdays from 9 A. M. to 5 P. M. A sufficient number of regular classroom teachers are called upon to meet the demand for this Saturday work. They are paid $1.00 per hour for their services. Special teachers in charge of laboratories, workshops and playgrounds receive extra pay at the rate of 75 cents per hour. Pupils come and go as they please, work or play as they choose, whereby the play impulse is transformed into the work impulse.

The Emerson School plant is open four evenings per week, from 7:00 to 9:30, for continuation school and for social and recreational centre activities.

In four schools—Emerson, Froebel, Jefferson and Beveridge—the school day is eight and a quarter hours in length and divided as follows:

		Hours
1.	History (including geography), English and mathematics	2
2.	Manual training, science, drawing, and music	2
3.	Auditorium exercises for mass instruction	1
4.	Play, physical training and application by means of free activities	2
5	For lunch	1¼

The first line of work (Department 1), is conducted in the classrooms of the ordinary type. The second line of work (Department 2), is conducted in the shops, laboratories and studios. The third line of work (Department 3), is conducted in the auditorium. The fourth line of work (Department 4), is conducted in the gymnasium, swimming pools, play rooms, and playgrounds.

Four groups of children are simultaneously engaged in those four different departments throughout the day.

Suppose, for illustration, that the school be divided into four groups of pupils, one-half of grades 1 to 4 being group A; one-half of grades 5 to 8, group B; the other half of grades 1 to 4, group C, and the other half of grades 5 to 8, group D. The plan of operation may then be indicated thus:

Plan of Operation of Four Departments

Time.	Department 1: Language, mathematics, history and geography	Department 2: Science, manual training drawing and music	Department 3: Auditorium (mass instruction)	Department 4: Physical training, play, application
8:15— 9:15	A	B	....	C D
9:15—10:15	B	A	C	D
10:15—11:15	C	D	A	B
11:15—12:15	D	C	....	....
12:15— 1:30	A	B	....	....
1:30— 2:30	B	A	D	C
2:30— 3:30	C	D	B	A
3:30— 4:30	D	C	....	A B

What we have, in fact, with this simple arrangement, is two schools with grades 1 to 8 in each, one school working in Departments 1 and 2, while the other is occupied in Departments 3 and 4, alternately engaged thus throughout the day as indicated above.

These programs show how the alternation of the classes in regular studies and special activities is effected, the former being conducted in ordinary classrooms, the latter in other parts of the building, or grounds, thus making use of all parts of the plant throughout the day, thereby practically doubling the capacity of the building. The programs of many buildings must necessarily vary somewhat.

THE SCHOOL PLANT

The Gary idea of a school plant is a playground, garden, workshop, social centre, library, and traditional school combined under the same management.

The Froebel School in Gary cost $350,000, accommodates 2,800 pupils, employs 70 teachers, and has the most perfect equipment for the Gary purpose. The site of the Froebel building is a tract comprising ten acres of ground. Half of this is used for playgrounds; two acres for school gardens; three acres for a park. The equipment embraces a sand pit, wading pool, two outdoor gymnasiums—one for boys and one for girls—two swimming pools, rooms for printing, nursery, kindergarten, nature study, paint shop, plumbing shop, library, music, lunch room, sewing room, laundry, lumber room, cabinet shop, carpenter shop.

The equipment of the Emerson School comprises a good handball court, a large concrete sand pit, good circular running track, a straightaway track, a jumping pit, place for high jump and pole vault, with the centre space reserved for baseball and football. It is lighted at night and match games in soccer football are held there between night school teams. On the girls' side in the Emerson School there is a basketball court, tennis court, a coon tree—with small house around the base, so that the children can go in and play with the animals if they wish.

COMPARISON OF COST

It is estimated that a city school will cost $8,000 per classroom. By this system half the number of classrooms are saved. This would mean a direct saving of nearly $100,000 on a building of twenty-four classes. This saving covers the cost of the extra large playground. The cost per pupil enrolled in Chicago is $45; in Gary, $40.

Hammond, Whiting, East Chicago and Gary are practically one industrial community. The following table showing data as of enrollment, cost, etc., in these cities is based on figures for the year 1912-13:

	Hammond	East Chicago	Whiting	Gary
Total enrollment	3,425	3,874	905	4,188
Days of school	190	200	200	200
Total per capita cost	$44	$34	$49	$36
School property per capita	$245	$145	$243	$198
Levy	$1.53	$1.15	$0.65	$1.00

TEACHING FORCE

The elementary and high schools are in the same building. All the grades, from the kindergarten to the end of the high school, are, in many cases, under one roof. From an economic point of view, this is cheaper; from an educational point, it bridges the chasm between the elementary and high schools. The elementary and high schools are merged into one by introducing as early as the fifth grade several high school subjects, science in particular, taught by the regular high school teachers. This arrangement results in having one standard of discipline for all grades of pupils. There is no radical break in teachers or subjects anywhere; consequently the problem of keeping pupils in school is partially solved.

DEPARTMENTAL TEACHING

The departmental system is in full force in Gary. Especially is this true of special activities, and to a greater or less extent the same is true of manual and industrial activities, gardening, drawing, and music. Gary is seeking the maximum of efficiency by division of labor and special preparation. Some objections to the departmental plan are overcome by keeping pupils half of the time under a classroom teacher for the traditional studies, the other half being spent with special teachers. In practice, Gary has found it more satisfactory to divide the regular studies between two classroom teachers—one having charge of reading, writing, spelling, and language work; the other, history, political geography and arithmetic. In Gary there are no supervisors, aside from the principal and superintendent, the former acting as one of the physical training teachers.

CURRICULUM AND EQUIPMENT

An inspection of the actual daily program of the Emerson School shows that half the pupils give half of each forenoon and half of each afternoon session to regular studies, with an equal amount of time given to the special activities. The other half of the pupils have the same program, but in reverse order. In this way the regular studies and special activities are conducted continuously throughout the day, and by special teachers on the departmental plan, as stated above. In the upper grades it has been found that the time allotted to the regular studies can be diminished so as to give more time to certain special subjects. For example, the regular studies occupy two periods of ninety minutes each, one in the forenoon and one in the afternoon. The same amount of time is given to the special activities. The three hours—ninety minutes in the forenoon and the same in the afternoon—devoted to the regular studies (arithmetic, history, geography, and the formal language studies of reading, writing, spelling, and composition) are divided as the regular teachers see fit. History and geography are taught by specialists, each of whom teaches both. Many maps and charts are made by the children. German and Latin begin in the seventh grade, and French in the third. After the ninth year, no student is required to take a foreign language.

Department 4 is planned to take care of the physical training, play, and application periods, as shown on page 90. The application period is definitely planned to give the formal work of the school expression through self-activity. The music and literature teachers use the application period for folk dances, musical games, dramatics, modeling in clay and sand, and free play instruction in the "busy corners" of the playground or playrooms. Nature study teachers use this application period in the care of lawns, trees, shrubbery, plants in the building, gardens, animal pets.

In the upper grades, mathematics teachers use this period in practical measuring, planning buildings, laying out playgrounds and spaces, and in practical accounting in connection with the clerical work of the school.

In the lower grades the occupations of the application period are based on the play impulse, and are conducted out of doors, in the spacious corridors, etc. In the upper grades the workshops and laboratories furnish the best opportunity for this application work. The thirty minutes' formal gymnastics, therefore, is eliminated, and a full hour is devoted to practical instruction in English and mathematics. Regular classrooms are used for this work, and it is conducted by shop and laboratory teachers. The manual training teacher has his pupils for one hour in a regular classroom for instruction in English and mathematics, followed by two hours in a shop, where many opportunities are afforded for the application of this instruction. The science teacher has an hour in a regular classroom for instruction in English and mathematics, followed by the laboratory periods.

The above scheme thus modified gives to grades 1 to 3 the following daily program:

	Hours
Language and mathematics	1
Music, literature and gymnastics	1
Play (application)	1
Auditorium exercises	1
Lunch	1¼
Language and mathematics	1
Manual training and nature study	1
Free play	1

To the other grades it gives the following daily program:

	Hours
Language, mathematics, history, etc	2
Auditorium exercises	1
Lunch	1¼
Mathematics and English (taught by shop and laboratory instructors)	1
Science and manual training	2
Physical training and play	1

Each class of each group, under the new program, is expected to give one period or more per week to the study of the Bible, under the direction of the various ministers and their assistants. This plan is now being tested. Superintendent Wirt is thus seeking to solve the problem of religious instruction. The ministers are reported as in sympathy with the plan. This work is, of course, purely voluntary, and the school has no direct connection with religious instruction. It merely excuses children at stated times, on the written request of parents.

The plan of having science and shop instructors teach the mathematics and English involved in their subjects is in operation. There is almost universal complaint on the part of science teachers that pupils do not know English and cannot apply their mathematics. In answer to such complaints, the superintendent says to them, "Take your classes and drill them on the English and mathematics involved in your subject." The science and shop teachers give warm approval of the arrangement.

The kindergarten rooms are planned for use as social centres, for dances and receptions.

Laboratories.

Nature Study. All the teaching is departmental, done in shops, studios, laboratories, and assemblies. A greenhouse or animal house is connected with each nature laboratory. The eighth grade children take care of the animals. Other children take care of the plants. The nature rooms are equipped with a special desk and stool made in the school shop. Animals and plants are supplied by these laboratories to the kindergarten and other classes in the school.

Botany. Physical geography is taught by the botany teacher, political geography by the history teacher. The botany laboratory is equipped with special tables, microscopes, charts, readers, maps, globes, and is used by both elementary and high school pupils.

Physics. The physics laboratory is elaborately equipped. In the Emerson School no less than three large rooms are devoted to this department. Spelling is correlated with science. In beginning the subject, twenty words associated with the subject, are dictated for spelling. Each class in the Froebel School has a combination lavatory and drinking fountain in one corner, and an adjacent toilet room. The high school students are able to go into a house and plan a complete heating system.

Chemistry. Superintendent Taylor observed a class analyzing the coal supplied by the Board of Education. The graduates of the laboratory are able to earn at once $80.00 a month in the research laboratory of the Steel Company.

Bacteriology. The bacteriological laboratory is equipped for testing milk and other food products for contagious diseases. The school doctor has a laboratory of his own. Students are assigned to work with him. In connection with this room there is a dental clinic. The school doctor is responsible for the sanitation of the whole school.

Electricity. The electric laboratory is the power and lighting plant of the school, and is used in connection with the department of physics. The boys are able to build and install all sorts of electric devices, including motors.

Cooking. The subject is taught by a teacher and a practical woman. The fourth grade girls are employed as helpers to the eighth grade girls. The fifth year children help the ninth grade cooks. Each kitchen serves meals to children, teachers and visitors, and is on a paying basis. The Board furnishes no supplies.

Shops.

Commercial. The Emerson School has an office in which all the school accounting is done. Several stockrooms are a part of this department. These are in charge of children and are open at all times for the distribution of supplies made by the various shops and classrooms. A considerable proportion of these supplies is made in the shops by the children for instance, baseball bats, tops, round top stools are made in the turning shop. Castings of all sorts are made in the foundries. Towels are made in the domestic art department. Screws and bolts are made in the machine shop. Stenography, typewriting and bookkeeping are taught in this department. The Board of Education provides no principal's clerk for the school. The commercial department performs all the clerical labor.

Turning. The children turn their own stools, baseball bats, Indian clubs, and patterns used in the shop. At night women work in this shop, turning articles for use in the home.

Painting. Painting the interior and staining furniture of the school is part of the work in this shop. A child remains in one shop thirteen weeks and is then assigned to another. In this way he is enabled to find himself.

Sewing. The teacher has a practical sewing woman to assist in turning out industrial products. In one school the laundry is combined with the sewing department and employs a practical laundress. Both departments are under the direction of the teacher of domestic arts. This teacher has charge of the cooking and employs a practical housekeeper. In these departments enough is earned to pay for all the material they require and the wages of the three practical women.

Boiler Room. The boiler room is used as a shop or laboratory, equipped with all devices for producing and transmitting power. The children are taught to measure the amount of coal and water consumed and the horse-power developed. Each building produces its own electricity for light and power.

Laundry. A vast number of towels are required in the course of a day. They are washed at the rate of twenty-five cents a hundred. The department having the washing done is charged with the laundry bill, and must earn enough to pay for its supplies and the wages of the practical woman or laundress.

Blacksmith Shop. The shop makes all the forged iron work used in playground apparatus and in the equipment of the school; also, shoes the horses kept on the farm which belongs to the school department.

Foundry. Boys make the blue print specifications for the equipment of this shop in the drafting room.

Machine shop. The Emerson School has a machine shop, the equipment of which cost $8,000. No child below seven years is permitted here. Gary has a larger proportion of co-operative, or part time, students in a high school than Cincinnati. A student may work by day and study by night, or vice versa, or he may work in the morning and study in the afternoon, or vice versa.

Cabinet Shop. An expert cabinet maker employed at union wages, during union hours, is in charge. Only boys sixteen years of age, or more, are allowed in this shop because of the dangerous machinery. Adults may come here in the day or evening and make anything, whatever it may be, employed in social service.

Plumbing. In some shops the equipment is very simple, in others it is elaborate enough to do the work required in the construction of a schoolhouse.

Carpenter Shop. Each school has a shop. There is no limit as to age or grade.

Cobbling. One of the schools has a cobbling shop in charge of a shoemaker. A large box is kept in the basement where children deposit old shoes discarded at home. If a poor family wants shoes repaired, a boy takes leather cut from old shoes and does the mending.

Printing. This shop is as well equipped as the establishment of a commercial printer. Bookbinding is taught as well. All the school printing and bookbinding is done in these shops.

Sheet Metal. One school has a sheet metal shop where ashcans, buckets, and other utensils needed in the schools are turned out.

Pottery. The Froebel School has a pottery. Vases, bowls, cups, and other objects are made by the children on the potter's wheel run by foot power. All designs and decorations must have the approval of the art department. Jars, vases and bowls used by the teachers for flowers and plants are made by the little potters.

ASSEMBLY

This is a necessary feature of the Gary plan. The audience embraces elementary and high school grades. Programs are prepared by specialists in laboratory, study, or shop. Each teacher in the school is held responsible in turn for an assembly.

BOOKS AND SUPPLIES

There are no free books or supplies in Gary. Each child pays the principal a book rental once a year. With the proceeds of these rentals, all the books and stationery are purchased.

HIGH SCHOOL

There is no sharp line of distinction between elementary and high school. Both are in the same building, use the same libraries, studios, laboratories, shops and assembly. There are no graduates from the grades. Registry in the ninth grade is about the same as that in the eighth. The plan of organization is in accord with the European practice which begins the secondary school course about the fourth year.

EVENING SCHOOLS

The day enrollment is about 5,000; the evening enrollment is 6,000. Anyone may go to evening school and learn anything he wants to learn or do.

DISCIPLINE

The children of Gary run or skip, talk or whistle, in the halls, exactly as they would do in their own homes. They feel under no restraint whatever, according to Superintendent Taylor. No scratched or carved desks, defaced walls or toilets, spirit of wanton waste or destruction in the use of school supplies were discovered. The children make the furniture, decorate the walls and pay real money for school supplies.

VOCATIONAL TRAINING

In brief, the plan for vocational training consists in having a number of regular workmen, selected on account of their upright character, intelligence, skill, and teaching ability, employed the year round in equipping and repairing the school plants of the city, pupils working with them in much the same way as the old-time apprentices. There are carpenters, cabinet-makers, painters, plumbers, sheet-metal workers, engineers, printers, electricians, machinists, foundrymen, etc., sufficient to meet the needs of the schools; and instead of employing a large number of these to put things in shape during vacations, in the manner common in other cities, this city which has no long vacations, employs a much smaller number and keeps them continuously employed throughout the year. Bookcases, cabinets, tables, desks, benches, etc., are made, and these require staining and finishing. Some of the buildings or parts of buildings are painted, inside and out, and there is always varnishing to do. The interior finish of buildings and the desks and furniture have to be done over from time to time, and so on. The engineer of the heating, lighting and ventilation plant gives lessons in firing, engineering, and ventilation. The electrician must care for many motors, lights, bells, clocks, etc., and there are opportunities for teaching winding, motor construction, etc. The printing plant offers opportunities for both boys and girls in printing, making notebooks, repairing and rebinding books, etc., and cuts for illustration, involving photography and photo-engraving, must be made. Plumbing must be installed and kept in repair, and numerous parts of the school equipment call for the sheet-metal worker. A foundry and a machine shop are necessary, and these call for draftsmen to furnish plans and specifications. Moreover, in the purchase, care, and distribution of a great variety of supplies, there is a laboratory for giving insight into commercial and business methods, calling for clerks, stenographers, bookkeepers, filing of correspondence, making office report, etc. Pupils do real work under the direction of real workmen, and the variety of opportunity aids them to find their places in the industrial or business world outside.

Add to the lines of work described above those phases of work involved in domestic science and domestic art, and the result is a remarkably complete opportunity for vocational education. For this, to which pupils in the upper grades and high school are admitted, the manual training of the lower grades is a preparation. Indeed such vocational training is definitely foreshadowed by the construction work of the smaller children and surrounded, as they are by older pupils and real workmen (overalls and all) and real shops which are doing real things, they too, have a motive for learning to do things.

Nearly all of these lines of work are self-supporting. Some of them, indeed, are a source of income to the schools, to say nothing of the value of them as an educational opportunity.

SPECIAL FURNITURE

In some of the rooms used by the pupils in the lower grades there is a peculiar kind of desk, constructed by the workmen in the industrial department with the aid of pupils. It can readily be converted into a work bench. It has a loose top which can be readily replaced when badly soiled or worn out. Each desk is provided with a substantial four-legged stool also made by the school workmen. This is pushed under the desk out of the way when the pupil does bench work. On occasion the pupils take up the stools and tops of the desks and go into the corridors, gardens, or elsewhere to do such work as sketching, copying from blackboards, etc.

SPECIAL SCHOOLS

There are no special schools for defective, retarded or exceptionally bright pupils. If a pupil is weak physically and cannot undertake all the work of a regular grade, he uses the other facilities of the school as he would use a sanitarium, for gaining health. The daily program permits him to spend all the time in special activities if this is better for him, or all the time in supervised outdoor play until he gains strength. Children are sent to school rather than kept at home to gain health. The child takes up the regular studies as he is able to do so. If he is deficient in one subject he can do double work and catch up. He can also return on Saturday for necessary help, or attend the vacation quarter. He is promoted by subjects instead of being held back on account of failure in one or two branches. If defective, he does what he can. If retarded, he takes such activities as will awaken his mental activities so that he can enter upon the regular program of the normal pupil as soon as ready. If exceptionally bright, he can go as far as he is able. Thus there is no necessity for numerous expensive special schools. This statement, of course, does not apply to deaf or blind children, or to those of such a degree of abnormality as to require the special course of a school for the feeble-minded.

To Superintendent William C. Wirt the whole country owes a debt of gratitude. What others were seeking with more or less success to accomplish, namely, to increase the effectiveness of public education without adding too heavily to the burden of taxation, Mr. Wirt has succeeded in doing.

(See United States Bureau of Education Bulletin No. 18, William Paxton Burris on The Public School System of Gary, Ind.; Report on a Plan of Organization for Co-operative and Continuation Courses by William Wirt; Educational Review, May, 1915, Joseph S. Taylor, Report on Gary (Ind.) Schools.)

NEW YORK CITY'S EXPERIMENT

A year ago last July, Superintendent Wirt of Gary was called upon by the New York Board of Education to inspect conditions in New York and see if a wider use of the school facilities of that municipality could not be made. He made a report to the President of the Board of Education, New York, under date of July 30, 1914. As a result of this report and a conference between the Mayor, District Superintendents Haaren and Ettinger and the President of the Board of Education, the Board of Education, in September, 1914, voted to try the two-unit school plan in five schools and to equip them accordingly. In this way New York entered upon an experiment, part of which attempted to follow rather closely the Gary system, while the other part omitted the Gary industrial training scheme, and retained one already successfully in use in the New York system. This latter part of the experiment is known as the "Ettinger Plan" and differs from the other in confining the vocational or industrial work to the seventh and eighth grades and giving children this work only on the written consent or wish of the parents. Most of the essential Gary features are embodied in both parts of the New York experiment.

Superintendent Wirt, in his report to the New York Board of Education, submitted a program for duplicate schools designated as X and Y, using the same plant, together with his comments thereon, which may be summarized as follows:

These two duplicate schools will occupy the same classrooms, auditoriums, shops, libraries, and playgrounds, but neither school could make any more use of any of these facilities if the other school were not there. Among the special advantages enumerated are: A student may take all his regular school subjects either in the morning or afternoon, thus enabling him to go to school half a day and work half a day, either in school shops or outside of school. Students in one school may do additional work in the other school. A child may use either school or part of both schools. If all the children in one family choose the same school there will be no conflict of lunch hours. Private teachers of music may secure students any hour of the day and organize their classes as part of the school program. The school acts as a clearing house for children's activities.

Since the Board of Education is operating only one plant instead of two, it can use the operation and maintenance cost of the second plant to keep the one plant open every evening and day of the year for adults as well as children. Emphasis should be laid on the fact that there is no desire to double the capacity of school plants as a part time proposition.

NEWARK'S PLAN OF ALTERNATING CLASSES

The Newark plan for extending the use of a school plant to accommodate a larger number of pupils was first put into effect in Newark several years ago, and has been progressively developed to meet existing conditions.

As in many other cities the growth in school population in Newark has been too rapid for the erection of new buildings to keep pace with it. Despite the addition of new buildings every year for a decade or more, we have not in recent years been able to catch up with the demand. To meet this condition half-day classes were at first organized to occupy the building alternately. In order to meet the four-hour-day requirement imposed by the State School Law, it was necessary to have one class occupy the classroom continuously from 8:30 A. M. to 12.30 P. M., and a second class follow it from 12:30 to 4:30 P. M. The morning session was fairly satisfactory, but in the afternoon results were relatively not so good although the length of the session remained the same. Much of the work came at the so-called fatigue period of the day, in winter artificial light was needed for the latter part of the session, and the results were generally felt to be unsatisfactory.

To equalize the benefits as well as the burdens of the plan, the morning and afternoon classes were required to alternate monthly. At first there was no overlapping of morning and afternoon classes.

About three years ago a plan of alternating classes was introduced in two schools, namely, the Cleveland and Madison schools, whereby a number of classes overlapped in their schedules, making it possible for both the first and second groups, or divisions, to attend school for a morning and afternoon session. The overlapping time was spent by the pupils alternating in shop, court, gymnasium, or auditorium. A diagram printed on page 102 of last year's report showed the schedule under which this plan was inaugurated in the Cleveland School. This schedule has been modified somewhat since its introduction. The overlapping time has been slightly increased by having the second division report at 9:30 instead of 10:00 A. M., and remain in the court, auditorium, or gymnasium until 10 o'clock. This made it possible to have all pupils at home from 12:00 until 12:30 P. M., thus interfering less with the lunch hour and leaving a vacant period of thirty minutes during which the rooms may be thoroughly aired and ventilated. Under this schedule the second class reports at 1:30 P. M. and finishes its session at 3:30 P. M. During the past year eight classes have been operated on this plan in the Cleveland School and ten classes in the Madison School. The plan has given entire satisfaction, and has been the means of putting on full time at least 360 pupils who would otherwise have been in the unsatisfactory half-day classes.

In compliance with the request of the Committee on Instruction and Educational Supplies (June 23, 1915), I made a careful study of the Wirt system, and during the first month of the fall term visited the schools in New York City where the experiment was being tried.

It was a great satisfaction to find that in solving our own problems two of the characteristic features of the so-called "Wirt System" had already been worked out in some of the Newark day schools, namely, "a somewhat lengthened session" in the Boys' Industrial School, and a "plan of alternating classes" in the Cleveland and Madison schools; while the evening industrial schools had a curriculum more or less enriched by social and vocational activities.

A report of my findings together with recommendations was submitted to the Committee on September 29, 1915. At the same meeting the organization of Cleveland and Abington Avenue schools on a full "alternating plan" with daily vocational and recreational activities was authorized. By reason of the fact that Cleveland School was already operating eight classes on the alternating plan, Principal Pitkin found it possible to reorganize so as to put the entire school on this plan November 1, 1915. It is expected that the "alternating plan" will be put into operation in the Abington Avenue School not later than November 22, 1915. The present schedule of the Cleveland School showing where each class of the first and second groups is to be found during every period of the day is given on the following page, together with the necessary comments and explanations:

GENERAL PROGRAM — CLEVELAND SCHOOL

Hour	In Class room	Auditorium	Play or Gym	Shops	Out of school
8.30 to 9.10	Even numbered classes 2 to 46 23 classes X school	Classes 1, 5, 9, 13, 19	Classes 23, 25, 27, 29, 31, 21	Classes 3, 7, 11, 15, 17	Classes 33, 35, 37, 39, 41, 43, 45 (1st and 2nd grades)
9.10 to 9.50	23 classes X school Classes 2 to 46	Classes 23, 25, 27, 29, 31, 21	Classes 1, 5, 9, 13, 19		
9.50 to 10.30	23 classes Y school Classes 1 to 45	Classes 36, 38, 40, 42, 44, 46	Classes 2, 6, 12, 14, 18	Classes 4, 8, 10, 16, 20, 22	Classes 24, 26, 28, 30, 32, 34 (3rd and 4th grades)
10.30 to 11.10	23 classes Y school Classes 1 to 45	Classes 2, 6, 12, 14, 18	Classes 36, 38, 40, 42, 44, 46		
11.10 to 12	23 classes Y school Classes 1 to 45	Lunch Period for X school. Classes 2 to 46			
12 to 12.20	No class in school.				
12.20 to 1.10	23 classes X school Classes 2 to 46	Lunch Period for Y school. Classes 1 to 45			
1.10 to 1.50	23 classes X school Classes 2 to 46	Classes 41, 43, 39, 37, 35, 33	Classes 3, 7, 11, 15, 17	Classes 1, 5, 9, 13, 19	Classes 21, 23, 25, 27, 29, 31 (3rd and 4th grades)
1.50 to 2.30	23 classes X school Classes 2 to 46	Classes 3, 7, 11, 15, 19	Classes 33, 35, 37, 39, 41, 43,		
2.30 to 3.10	23 classes Y school Classes 1 to 45	Classes 24, 26, 28, 30, 32, 34	Classes 4, 8, 10, 16, 20, 22	Classes 2, 6, 12, 14, 18	Classes 36, 38, 40, 42, 44, 46 (1st and 2nd grades)
3.10 to 3.45	23 classes Y school Classes 1 to 45	Classes 4, 8, 10, 16, 20	Classes 24, 26, 28, 30, 32, 34		

Even numbered classes are in the X school.
Odd numbered classes are in the Y school.
Class 1 is an 8A. Class 46 is a 1B. In general the larger numbers indicate lower grades and smaller higher grades.

At 8:30 A. M. 39 classes come to school. Of these the 23 classes of the X school begin classroom activities. Five classes of the Y school are in the auditorium, six are in play activities, five are in the various shops, and seven have not yet come to school.

At 9:10 the auditorium and play groups change places.

At 9:50 the entire X school leaves the classrooms and is distributed among the four out-of-class room groups. The Y school of 23 classes then occupies the classrooms until 12 M. At 12:20 P. M. the X school returns to the classrooms and remains there until 2:30 P. M., when they are again distributed among the four out-of-class room activities, the classrooms then being occupied by the Y school until 3:45 P. M.

One-half of the entire school—or 23 classes—is taken care of in the classrooms. The other half is distributed among shops, auditorium, playground, gymnasium, or out-of-school groups.

This new organization made it possible to transfer nine classes from the Milford School, thus avoiding the opening of half-day classes in this school during the construction of the new building. We are now accommodating forty-seven classes in a thirty-six classroom building and can accommodate six more without difficulty.

A consistent plan of school organization based upon our experience with alternating classes contains the following essential features: (a) A broader and richer curriculum, (b) greater flexibility and freedom of school administration, and as a resultant of the foregoing (c) a vast saving in the cost of construction.

The "alternating plan" has great possibilities. It co-ordinates all the school activities so as to make a larger use of the auditorium, playground, gymnasium and shop. I am of the opinion, also, that the triple, or even quadruple use of a school plant is quite possible, and will follow after due experimentation.

NEED IN CITY SUPERINTENDENT'S OFFICE OF COST AND EFFICIENCY EXPERT

The increasing cost for school maintenance makes it imperative that there should be established as soon as practicable some system of school accounting to satisfy the community as a whole, as well as the Board of Education, that the schools are being intelligently and economically administered. In most large business corporations it has become the rule to maintain a cost and efficiency department. This department analyzes the total expenses of the corporation into its various elements, and by comparing costs of various departments or of its own department with similar departments in other corporations determines where economy can be practiced without sacrificing efficiency, and where large expenditures will bring greater efficiency and therefore reduce comparative costs.

School systems have for years had uniform examinations to determine the efficiency of their academic work. Certain percentages of theoretical efficiency have been set up as standards, and on these standards pupils have been promoted from grade to grade, students have been admitted to college, and graduates of professional schools have been certificated or licensed to perform certain work. Upon such standards the various schools of a system are compared, as are also the schools of different localities, one with another.

Similar methods of ascertaining comparative cost are now being considered by progressive educators. It has been for some time the practice of the City Superintendent in his annual reports to give a table of comparative costs. It should be said, however, that such data has not been sufficiently analyzed and particularized to derive from it the full value that a knowledge of such data should afford.

Thus, as an illustration, the per capita cost of education for the city at large, as shown in the last published report, was:

High School	$114.70
Elementary School	31.36
Special School	112.36
Elementary Evening School	14.28

Evening High School	21.61
Summer School	3.21
Playgrounds	1.88

These figures are of interest, but they would possess greater interest and value if analyzed as follows:

Cost of teaching
Building cost—including repairs, interest and payments to sinking fund.
Cost of supervision.
Janitor cost.
Text books and supplies.
Heat and light.

Similarly, the cost of administration may be sub-divided, showing:

Cost of Secretary's office.
Cost of legal advice.
Cost of Supply Department
Cost of supervision by—
    City Superintendent and Staff
    Principals

By the above and similar studies could be ascertained:

1st—Relative costs of
    (a) Teaching
    (b) Supervision
    (c) Overhead charges of all kinds.

2nd—Comparative cost of supervision per capita in different kinds of schools.

    (a) Day Schools
        High
        Elementary
        Special
        Industrial
    (b) Evening schools
    (c) Summer schools

3rd—Large schools compared with small schools as to per capita cost of

    (a) Supervision by principal
    (b) Janitor service
    (c) Heat and light

4th—Relative cost of different studies, as
- (a) Arithmetic
- (b) Manual training, etc.

5th—Per capita cost in the different grades of the school system, as
- (a) High school
- (b) Elementary schools
  - Grade 8
  - Grade 7, etc.
- (c) Kindergarten

6th—Comparative per capita cost of supervision of special subjects, as
- (a) Music
- (b) Manual training
- (c) Drawing, etc.

in the several schools and grades.

Such studies would also make it possible to make comparisons with other school systems. In general, the purpose should be to get a basis for comparing results and making deductions and recommendations therefrom. Studies of this kind would show such data as the following:

That the per capita cost of maintenance for such a school as the Cleveland compared with the Boys' Industrial School is in the ratio of one to four (Cleveland, $26.60; Boys' Industrial, $108.02).

That the per capita cost of supervision in Bruce Street School is three times as high as in the Newton School (Newton, $1.66; Bruce Street, $4.30).

I recommend that there be appointed and detailed to the office of the City Superintendent of Schools some trained and competent person as an "efficiency engineer," who will study and work out all problems of this nature. The person appointed to such a position should be able to collect and analyze statistics and to prepare answers to inquiries involving reference and research. The person appointed should be able to analyze and make the proper deductions from such purely educational statistics as:

- (a) Age and grade studies
- (b) Studies in retardation and elimination
- (c) Number of pupils leaving high school before completion of course

By studying the statistics of neighboring schools, he should be able to show where classes could be transferred and combined and the teaching force reduced.

By careful study of the growth in the various school districts, he should be of great assistance in determining the location of new school buildings or additions.

By a comparison of our expenditures with those of other cities, he should be able to show where we should economize and where we are justified in increasing our expenditures.

I have no doubt that the appointment to this position of a competent person will result not only in greater efficiency, but in greater economy in the administration of our school system.

SCHOOL EXTENSION OR THE WIDER USE OF SCHOOL BUILDINGS

The Legislature of 1913 enacted the following law permitting the wider use of school buildings and grounds in the State of New Jersey:

> 1. The Board of Education of any school district may, subject to reasonable regulations to be adopted by said board, permit the use of any schoolhouse and rooms therein, and the grounds and other property of the district, when not in use for school purposes, for any of the following purposes:
>
> (a) By persons assembling therein for the purpose of giving and receiving instruction in any branch of education, learning, or the arts;
>
> (b) For public library purposes or as stations of public libraries;
>
> (c) For holding social, civic and recreational meetings and entertainments, and such other purposes as may be approved by the Board of Education;
>
> (d) For meetings, entertainments, and occasions where admission fees are charged;
>
> (e) For polling places, for holding elections, and for the registration of voters, and for holding political meetings.
>
> 2. Any action taken by a Board of Education under the provisions of this act shall be subject to appeal to the Commissioner of Education, as provided in section ten of the act to which this act is a supplement.

The Superintendent submitted to the Board on March 25, 1915, tentative rules and regulations for the use of the school buildings of Newark for other than school purposes, which were referred to the Committee on Use of School Buildings and by it approved August 31, 1915, for recommendation to the Board for adoption. These rules as finally revised and approved by the Board, November 24, 1915, are given below:

The Superintendent of Schools shall have full charge of all school extension work and of the use of school buildings for other than school purposes. There shall be appointed a Director of School Extension who shall, under the direction of the City Superintendent, have charge of the details of the work.

These rules shall not govern the use of the school buildings by organizations immediately connected with school activities. Notice of such use shall be given by the principal of the school to the Director.

School buildings may be used for meetings for educational, philanthropic, civic, political, or recreational purposes. They can be used only on the date, or dates, and hours, and for the purpose or purposes specified. All applications must be signed by at least three responsible citizens, who therein shall make themselves responsible to the Board for the observance of the rules and regulations governing the use of school buildings and for any damage that may occur to the building or its equipment during such use.

The Director may require any information of the applicants, may reject any application and may cancel any permit, without notice.

Pianos, moving picture machines and other apparatus may be brought into school buildings with the Director's special permission.

No smoking is to be allowed in any building.

Holders of permits must provide such police attendance on each occasion on which they use a building, as the Director may require.

All buildings must be vacated and closed at 11:30 o'clock P. M.

The school buildings at the time of such use shall be in charge of regular employees of the Board of Education.

Subject to the approval of the Director, admission fees may be charged, where the proceeds are to be used to further educational, philanthropic, or civic purposes. No food shall be sold or served without permission of the Director and only in room or rooms specified by him.

The charges to be made for the use of school buildings will depend upon the accommodations desired, frequency of use, and the length of period covered by the permit, and will be determined in accordance with such special schedule as may be approved by the Board.

School buildings shall not be used for private gain.

The schedule of charges for the use of school buildings in accordance with the above rules shall be as follows:

Uses for which no charge shall be made:

Meetings of educational organizations.
" " parents' associations.
" " school alumni associations.
" " pupils, teachers and other employees of the Board of Education.

For school entertainments and sales.

For meetings of philanthropic or civic organizations, and for meeting of clubs organized for social betterment—

such as social settlement clubs, neighborhood clubs, etc.
Uses for which charges shall be made:
1. For political meetings:
   $12. for use of auditorium.
2. For all other purposes:
   $6. for one room and $2. for each additional room.
   $12. for use of gymnasium or auditorium.

POLITICAL USE OF SCHOOL BUILDINGS

In speaking of the use of the schoolhouse for political purposes, President Wilson, when Governor, said: "Wherever you give the people a chance such as this . . . in the schoolhouse, they instantly, eagerly, avail themselves of it. I see in a movement like this a recovery of the constructive and creative genius of the American people."

Justice Charles E. Hughes is on record as saying, in reference to making the schoolhouse the citizens' council chamber: "You are buttressing the foundations of democracy."

President Eliot, in grouping the common evils of our time which the public schools fail to right, says that cleavage and class feeling, in place of social order and public spirit, is one of these great evils.

Edward J. Ward gives his argument a historical basis in the following striking passage:

> "Histories have to be rewritten continually as our view-point shifts from that which regards only military exploits as important, to that which emphasizes constitutional changes, and then to that which looks for industrial developments, and finally to that which gives full recognition to the social life of the past.
>
> "When an American history shall be written from this more intimate point of view, it will be recognized that nothing in our national life has done so much to foster the American spirit of democracy, of spontaneous community feeling and sense of solidarity as this free association of citizens upon the common ground of civic interest, of recreation, and of neighborhood in the school house in the early days. . . .
>
> "But as the community grew older, and especially as it grew more populous, there came in the wedge of division, of separation, of specialization. Instead of assembling to talk about political questions as matters of common interest, we separated into mutually antagonistic partisan organizations. We gave up the use of the school house as the citizens' common-council chamber. . . . We gave up the real headquarters of popular government in a democracy. . . . We separated also in the pursuit of pleasure and the use of leisure. . . . Failing to develop our recreational life as a community expression, by expanding the use of the school house where it began, we gave

over our recreation largely to commercialized exploitation and the wholesome play instinct became the prey of the saloon and the vice resort."

The argument for the wider political use of the schoolhouse runs as follows:

The use of the schoolhouse as neighborhood headquarters for deliberation on public questions is essentially political. The American attitude which says, "Come, let us reason together," expressed in the old Yankee, "I want to know," and modernized into "You'll have to show me," is the true political attitude.

The term "political" which essentially connotes the whole citizenship should be sharply discriminated from the term "partisan," which connotes that which can never be the whole. We should seek to keep the original and true sense of the term "political." The political organization, or the political body, of neighborhood, city, state, nation, is simply the body-politic. We have so long used the term "political organization" as synonymous with "partisan," that it is hard to grasp the idea of the common association of men of every point of view who get together by neighborhoods, in the district public buildings, not to get this or that privilege established, or to get a certain candidate or theory advanced, but to learn the facts about public matters, to find the answer to each problem as it arises, to select the best men to do what the majority want done. Wire-pulling and self-seeking, trickery, intrigue, buncombe and hypocrisy have come to be associated in too large a measure in the popular mind with what we call politics. Washington said of the "common mischiefs of the spirit of the party": "It serves always to distract the public councils and enfeeble the public administration. It agitates the community with ill-founded jealousies and false alarms; kindles the animosity of one part against another."

It is the old question of partisan government that has bothered the citizenship from the beginning. Should they separate and hate and fear and fight over the question, or should they get together and talk over the question? The great problem of the century is whether we have sense enough to use this difference of ours as a means of developing our intelligence instead of our animosity. It is a test of our common sense.

> "But there is neither East nor West
> Border, nor breed, nor birth,
> When two strong men stand face to face."

What a neighborhood needs in the way of political discussion is to settle the question of what to do and how to do it, in promoting the city's welfare in such matters as harbor improvements, clean streets, public sanitation, and recreational opportunities. People should be encouraged to use their energy in trying to solve these problems. There is no reason or room for partisanship in the efficient governing of a city.

A rational solution of the whole problem is in the common organization of the citizenship as a whole to deliberate on public questions unhampered by party bias or distractions. The American citizens can act together. They have united in building these common buildings in each neighborhood and they can unite to use them as assembling places for orderly deliberation. They will be the places of the "consent," the together feeling of the governing and the governed.

THE WISCONSIN STATUTE

During the past two years a Wisconsin State law has required the school boards to make free provision for the use of schoolhouses as neighborhood headquarters for political discussion. Wherever, in the schools of Wisconsin communities, citizens have availed themselves of this right, there has been, it is asserted, no case of abuse or disorder. On the other hand, there has been a revival of the good customs of an earlier day when every American schoolhouse—in the country, at least—was a familiar place of public assembly. In the olden times when places of assembly were not so numerous it was quite common to use schoolhouses for places of community assembly.

EVENING RECREATIONAL CENTRES

An enlargement of the use of school buildings for recreational purposes for the time of greatest leisure in the evening is much needed. These recreational features are promoted in many of the large cities of the United States and in many cities in Scotland and England.

Eight years ago, the Board of Education established a recreation centre in one of the Newark schools, open four evenings a week, from 7:30 to 9:30, for both school children and older people. The activities used the gymnasium, rooms for reading, for quiet games, and for study. The rooms for study were for the benefit of pupils whose homes were not suitable places for the preparation of school lessons. Four people were employed to supervise and instruct. The gymnasiums of other schools have been used during the evenings, while for several years classes in folk dancing were established and maintained in various school centres, open to the girl pupils immediately after the close of the afternoon session.

The Board of Education has maintained for several years, mainly in school auditoriums, an extensive system of evening lectures that have met with great and increasing popular favor.

The disposition of the Board has been to grant the use of the school buildings for all legitimate social purposes. Concerts, readings, dances, parents' associations, alumni meetings, political meetings, educational meetings, in fact almost every form of community activity and recreation have used the gymnasiums, auditoriums, and roof playgrounds of the schools under the liberal rules governing such use.

A social centre just started (October, 1915), in the Hamburg Place School in this city, promises well. In the beginning a meeting of the people of the neighborhood was called and a social centre club organized with the usual officers and committees for various departments of work. The program thus far includes neighborhood dances, young people's dramatics, singing societies and an orchestra. In addition, it is planned to give moving picture exhibitions.

The club has decided to levy a small assessment to defray part of the expenses. A small fee will be asked of those taking part in the dances.

Mr. Randall D. Warden, Director of Physical Training, is acting as Director, and has an assistant experienced in social centre work and capable of teaching dancing and dramatics, and of playing the piano. A pianist has also been engaged.

The plans so far developed require the use of the auditorium, gymnasium and a few classrooms. The centre is open Wednesday evening, and at this writing has been in operation four nights. The fourth night the attendance ran a little over four hundred. Additional help will be needed in the conduct of the centre.

MONTHLY RECORD CARDS AND RATINGS OF PUPILS

An important feature of school administration has been the report card sent to the parent weekly or monthly, and giving the standing of the pupil in the studies pursued. This report card, in some form, so far as I am able to discover, has been in use since the establishment of the Newark system.

In looking back over the Superintendents' reports, I find the topic a frequent subject of discussion—more so formerly than in recent years. The earliest reference to the topic that I can find is in a discussion by the Superintendent in 1886. A weekly card was in use and twenty credits a day, or a hundred for the week, showed perfect standing in any study. In the late '80's the whole system of rating, examination and promotion and their effect on teaching became the subject of attack and somewhat heated discussion. A common sight in the classroom in those days was a teacher carrying a slate on which she continually recorded marks. An observer was sure to get the impression that the chief aim of teaching was marks or ratings. The teacher, in her defense, claimed: "I must mark it down when the pupil recites." "Cards must go home every week and I must have a record to put on them." Superintendent Barringer, in commenting on these statements, called the marking system one of the stumbling blocks of the schools, and recommended the use of the monthly card.

The principal objections to the weekly card were: The report was too frequent, received little attention from the parent, demanded too much of the teacher's time, set up false aims and tended to make teaching mechanical. The ratings were of minor value for the reason that they were not a factor in promotion or graduation. Experienced, thoughtful educators everywhere favored the monthly card.

As a result of the prevailing discontent the Principals' Association took up the question of rating and promoting pupils, recording their standing and reporting to parents. a mass of data bearing on the question was gathered from the chief cities of the United States, collated, and made into a comprehensive report. This report was printed in a broadside by the Journal of Education, Boston, Mass., and distributed extensively in Newark among teachers and others. The report recommended that: 1. The card record be sent home once a month. 2. A system of letters be substituted for numbers in rating pupils. These letters and their values were: E—Excellent; G—Good; F—Fair; P—Poor,; and V. P.—Very Poor. The recommendations of the Association were accepted by the Superintendent and adopted by the Board of Education. The monthly card is still in use, while the use of letters continued for several years.

In 1898, Superintendent Gilbert reduced the five marks used in rating pupils to two—"Satisfactory" and "Not Satisfactory." This change applied only to pupils in the grammar and high schools. The card for the primary pupils had blank spaces in which the teacher might note any information which she thought the parents should have concerning the child's progress. No provision was made for a mark in deportment.

In support of this change it was urged that: 1. Two marks met all requirements, as the only use of marking and rating was for the purpose of grading and classifying pupils, and all we need to know in any case is whether a pupil is fit or not fit for promotion, and hence the need of only two terms. 2. The two marks reduced the bookkeeping of records and the determination of the standing of pupils to the lowest terms. The teacher was relieved of the burden involved in settling the question whether the pupil was fair, good or excellent, and thereby gained time for other things. 3. Marks were an artificial stimulus and led the pupils to study for marks rather than from a higher motive.

In considering motives, it should not be forgotten that the desire for promotion and advancement is universal among men, making not only the whole world, but all ages kin, and is seen in the joy of the baby in the kindergarten over promotion, as well as in that ambition which we are told is the "last infirmity of a noble mind." School children, in striving for the pass mark are simply revealing their common humanity.

About the year 1901 the marks used in rating were again changed and "Satisfactory" and "Not Satisfactory" gave way to the numerals 1 to 10—10 being a perfect mark and 7 a pass mark.

In recapitulation of this brief history, we note these stages: 1. A system of per cent. rating whereby a pupil might be rated anywhere from 100 per cent. to zero. 2. The adoption of five letters each representing a group. This may be called the group system and is extensively employed now in many places and institutions. 3. The further change to rating pupils in only two groups—those who have passed and those who have not. 4. The present decimal system of numerical rating.

In a system of school administration the monthly records are of great value for many reasons:

1. The monthly card keeps the parent informed with sufficient frequency and does not lay upon the teacher too great a burden in marking.

2. To get data for marks is no longer the great concern of the teacher, although considerable machinery is in evidence for the purpose of rating, but not to such an extent as to constitute a grave abuse.

3. These cards are pretty generally scrutinized by parents and far the larger number of calls at the school by parents is to confer with the principal and teacher in regard to the standing of pupils. This would seem to indicate that one of the chief purposes of the card was attained, namely, to keep the parent not only informed, but

interested in the progress of the child in school and to bring the parent, principal and teacher together.

4. The scholarship record of which the present card is a copy, is kept in the school and is the original book of entry. The card goes out, passes through the hands of children, parents and others—the temptation to falsify is too strong to resist sometimes—but the original record, of which the card is a copy, remains in the custody of the school.

5. A very important function of the card is to correct erratic judgments of individual teachers. For example, a pupil has sustained a good record through two or three years in school and reaches a certain teacher in the course of promotion, who, with full knowledge of his previous standing, immediately proceeds to mark him down, three, four or five points in a number of studies. The presumption is created at once, in the absence of any qualifying or unusual conditions, such as sickness, or absence, that the teacher's judgment is seriously at fault. Furthermore, a teacher may be subject to wide fluctuations of judgment—run up and down the whole gamut of marks, under the impression that a low mark will not only punish a pupil, but will exercise a highly stimulating effect upon him. For example, in reading or spelling or arithmetic, pupils' marks cannot possibly vary widely, as training in these subjects develops a faculty of doing things and variations of this faculty are not at all probable or credible, and a teacher following such an in and out, up and down method of rating impeaches her own judgment and discredits her marks.

6. These records play a very important part in promotion under the system and rules governing their use at present. For example, if a child has throughout the year maintained promotion standing, and the teacher at the end of the year denies that pupil promotion, she is confronted with her own record, made at monthly intervals for at least five months, and possibly longer, in which her judgment, clearly and definitely expressed, indicates the fitness of the child for advancement. Here again she impeaches her own record and the card, as a copy of the scholarship record, has

many a time checkmated any disposition to erratic, snap judgments, or to the admission of animus or feeling of any kind in determining the question of promotion. Time and again, principals have to confront this very situation—in which the card record for the year spells promotion, but the teacher has failed to recommend it. I regard this record of monthly judgments, deliberately formed, as a most valuable means of training and rectifying the judgment of the teacher and of securing justice for the pupil.

The whole question of rating, of course, is intimately related with the subject of examinations, in fact cannot well be discussed apart from examinations.

EXAMINATIONS

The examination in the Newark system occupies a somewhat unique position, chiefly because it is not directly made a factor in promotion. The teacher uses it only incidentally in helping her to arrive at trustworthy conclusions respecting the proficiency of pupils in their work and their fitness for promotion.

In the early history of the Newark system, graduation from the grammar school was based solely upon an examination that came at the end of the eighth year. The record made by the pupil during the term was not a factor in promotion. This examination was a terror to the children and their parents in some of its features. A nervous child, no matter how proficient he had been during the whole year in his studies, was apt to be paralyzed in the presence of the ordeal. Failure brought with it retardation for a whole year and frequently resulted in the child's leaving school although qualified to go on. For examination a child was taken away from his school and placed in strange surroundings, under the charge of a teacher whom he did not know, and who did not know him, and who assumed that all alike were dishonest and must be treated accordingly. All these things were calculated to produce dismay. The papers were marked by a board of examiners, many of whom lacked familiarity with elementary work and standards. The publication of the findings of this board was something like the opening of the books on the day of judgment when the sheep were separated from the goats.

That was the time when examinations flourished and were regarded as the chief means of testing the efficiency of schools and instructors. They fell from their high estate and have never regained the ascendancy they once had.

It was about this time that Dr. Emerson E. White, Superintendent of Schools, Cincinnati, preached a veritable crusade against state examinations, charging that they placed fetters on the teacher, destroyed spontaneity, prevented initiative. He attacked the whole system as vicious, as an instrument of torture for pupils, as a false god set up by people in educational positions.

Dr. White had powerful allies in his crusade, both here and in England. Dr. William T. Harris declared that the system of examination then in use had substituted for the teaching profession a corps of examiners and crammers, and added that great scholars could not pass many of the tests set up in their own specialties. Hamilton Mabie charged that the examination system had turned the public school into a mechanical contrivance, had made of the teacher the hired operator of a piece of machinery, instead of a living soul in contact with other living souls, had degraded learning and had ignored the ends of education, which are character, culture and learning.

The assault on the system in England was, if anything, more determined than in America. Examinations there had acquired an importance they never had here. It was contended that the examination octopus was sending out its arms and grasping all that came within its reach. Among the evils enumerated were the cramming of pupils, the elevation of the system of marks to the loftiest pinnacle of the educational edifice, the ignoring of individuality, the suppression of free, vigorous intellectual growth. As a result of this allied attack, examinations were eliminated from many systems and modified in almost all.

The introduction, in 1888, of a system of honorary promotion and graduation, was the first attempt in Newark to free the schools from the shackles of examinations. Honorary meant that any pupil who throughout the year had averaged "Good" should be promoted or graduated without examination, on a certificate of the class teacher endorsed by the principal. The minimum mark in any study for such honorary promotion was "Fair." The deportment mark must average "Good." This plan remained in operation for several years. Like all reactionary movements, it went too far in eliminating examinations from the training of a large number of pupils. The system was abandoned in the elementary schools during the '90's, but has continued in use in a modified form in the high schools up to the present time.

In 1892 a rule was promulgated formulating the conditions of promotion and graduation, and designating three factors: 1. The daily class record. 2. The semi-annual examination. 3. The annual examination. These were all given equal value, each counting one-third in making up the pass mark at the end of the year. Here we discover an attempt for the first time to make the daily record or the teacher's judgment a factor in promotion and graduation, and also while retaining the annual examination, to reduce its value in the final result.

Two years later the rule was further modified whereby the mid-year examination counted the same as one month's work. The effect of this was to make the year's work count as two-thirds and the annual examination as one-third in determining the question of promotion. Here we note the second step in making the judgment of the teacher the basis for promotion.

In 1896 there was a further revision of the rules governing graduation and promotion, whereby the examination ceased to have a direct bearing on promotion, but was used and considered by the teacher as a guide and critique of his own work, and as one means of determining the character of the student's work. This provision has been in operation in the schools of Newark for some twenty years, has given great satisfaction, and excites much interest wherever it is known. In this way it has come about that the examination has ceased to be the bugbear that it once was, and no teacher can claim that she is obliged to teach for examination.

Notwithstanding the war that has been waged against examinations and the hard names they have been called, they have for the student many and positive advantages of a disciplinary kind. They help to fasten important topics and to organize a body of facts into a coherent whole. They are an excellent drill in analyzing the meaning of questions and in the clear statement of answers. They call for skill in matters of form, for judgment in the apportionment of time to different questions, for power in concentrating the mind on the performance, unassisted, of a given piece of work in a given time.

The making of examination questions is a task beset with much difficulty. The form, language and content of the question papers have always been the subject of criticism by the teachers—some of it just, some ill-judged. The wisdom of bringing this volume of criticism from the classroom to bear on the setting of papers has been recognized by all. One means of utilizing the judgments of the teachers has been to request teachers of good standing to send in lists of questions that may be used in making the semi-annual test papers in the various studies. Another means put into operation for the first time in July, 1915, has been to invite the direct criticism of the teaching body on blanks especially provided for the purpose. In this way the Superintendent's office has sought to make the examination questions the result of the common counsel and judgment of all the educational forces of the system.

TESTING THE EFFICIENCY OF A SCHOOL SYSTEM

Among the words of the language suffering from overwork stands prominently *efficiency*. The slogan of the efficiency expert has been a maximum output of good quality at a minimum cost. Since Frederick Winslow Taylor, in 1911, expounded and illustrated "scientific management" as applied to loading pig iron, laying bricks and running machine shops, the fever of research and inquiry has spread not only through the industrial world, but also through churches, schools and every activity of life. As one writer puts it, "Institutions have been pulled up by the roots to see if they were sprouting properly."

The competition of the business world is an automatic and powerful stimulus operating continually to get maximum output with minimim cost. The common schools are a monopoly of the state and therefore without the element of competition that induces the leaders of industry to call loudly for the efficiency expert and his tests. The schools, however, are provided with an artificial stimulus in the form of supervision for the purpose of getting the best service from the worker and the best use of the school plant.

SURVEYS

The survey is no new thing. The United States census has come to be a comprehensive survey of the whole life of the people.

Charles Booth made a sociological survey of the City of London and published a report in nine volumes, under the name, "Life and People of London." A few years ago the Pittsburgh survey turned the white light on that city. Trained specialists conducted the work, organized on the basis of the three factors—*People, Place, Work,* and by means of cartoons, comparative-line and sector diagrams, placard posters, spicy news items, and all the arts employed in exhibition technique, "pounded" the information into the people and focused their attention on phases of the life of their city that called for action.

Chicago School Survey

Perhaps the first comprehensive, organized inquisition into public school affairs in the United States was one undertaken by the City of Chicago in 1899. Acting under authority conferred by the City Council, the Mayor appointed a commission, with William R. Harper, President of Chicago University, Chairman. The object of the commission, as stated by the Mayor, was "to utilize all that is good in the present system, discard all that is defective, and to apply new methods where needed." Various interests of the city were represented on the commission, which was non-partisan and non-sectarian. Two members of the Board of Education were selected. The attitude towards the public schools was not one of antagonism, but of sympathy and co-operation, while the commission had the active co-operation of the Chicago Board of Education, the school superintendents, principals and teachers, as well as the advice of individuals and clubs. In this way every phase of opinion bearing on the school system was brought into view.

To save the report from being provincial or local, the commission chose a large number of advisers embracing leaders in every department of educational activity throughout the United States. The list embraced many of the most eminent men in the teaching profession, the Newark Superintendent among the number. The topics considered were the organization of the board of education; business management of the schools; school administration and supervision; certificating, appointment, and retirement of teachers; and all the grades and types of schools in the Chicago system. Among its more important recommendations were unification of the work of the elementary and high schools; promotion of commercial education; greater flexibility in the courses for the seventh and eighth grades; playgrounds open from eight o'clock to sunset throughout the year; ungraded rooms in schools; compulsory attendance; a teachers' council, to be chosen by the teachers themselves, with the right of direct recommendation to the board on all matters connected with the system; and a new school law for the State of Illinois, with a draft of the proposed law.

This survey was remarkable in many particulars. The co-operation of practically the whole city, including the educational forces, the attempt to gather and crystallize the best educational opinion throughout the United States at the time, the sanity and clear vision of the future shown in the report, and the singleness of aim, unmarred by any animus or entanglement of any kind, make this Chicago report one of great value.

In scanning the Report of the Chicago Commission of 1899, one finds there summarized what has been in the minds of educational leaders for the last decade. There has been progress in the mechanics of administration, but not much advance in educational theory.

Baltimore School Survey

In 1911, the Chairman of the Committee on Rules of the Board of School Commissioners of Baltimore asked the United States Bureau of Education to study the system of education in Baltimore. The Bureau replied by appointing a commission consisting of the United States Commissioner, Dr. Brown, Professor Cubberly of Leland Stanford University and Dr. C. N. Kendall, then of Indianapolis, now of New Jersey. This commission, besides reviewing the history of the public school system of Baltimore, made an extensive inquisition into the actual work of teaching—inspected some 250 classrooms, conferred with superintendents, principals, and a large number of teachers, and gave many hearings to various groups of officials and citizens. The facts gathered were made the basis of comparison between Baltimore and thirteen of the largest cities in the United States—Baltimore being seventh in population. Every feature of the system came within the purview of this commission.

The significant feature of this report is the fact that it was made under the authority of the United States Bureau of Education that was asked by the Board of Education of Baltimore to conduct the survey. Its conclusions, therefore, have all the weight that belongs to a report of the Federal Government.

It is interesting to recall in this connection the address of ex-President Taft at the Cincinnati Convention of Superintendents, last February. He advocated giving to the public school system a national educational standard without increasing federal authority over purely state functions, carrying out the long neglected idea of George Washington for a federal university in the national capital. Mr. Taft told his hearers he would have it, not a teaching university, but an examining university. He thought that nationalization in fact, if not in name, would come from the insistence of the plain people of states and cities upon submitting their system to such governmental tests in order to show just where they stood. His comparison of the activities of such an educational bureau, with the growing power and influence of the Federal Bureau of Agriculture, was particularly well received.

The speaker went on to say the Bureau of Education might well be enlarged into a university which should not be a teaching university, but one with a corps of experts who could offer to the people of all the states and of all local communities opportunity of having their respective school systems examined and reported on, as to proper scope, efficiency, thoroughness and economy. All this to be voluntary, but if the system were impartial, thorough, and wisely severe, as it should be, the value of the reports would become great. The people would feel assured that they were getting their money's worth from a school system officially approved by such a university. It would eliminate shoddy pretense and show; would minimize exploiting and publicity methods, and would give a proof of excellence and comparative high standing incontestable.

Vermont School Survey

In 1912, the Legislature of Vermont directed that a survey of the state school system be made. Under the provisions of the act, the Vermont Educational Commission was appointed—a body made up of distinguished citizens, the chairman being a Judge of the Supreme Court of the state. In 1913, the Carnegie Foundation was asked by this commission to make a survey. The Foundation's corps of specialists made a detailed and long-continued study of all the educational instrumentalities of the state. This report is styled "A Study of Education in Vermont"—the first effort on the part of any state in the Union to study its school system as a whole, from the elementary school to the university. It was an inquiry, not an investigation—the latter term having a somewhat invidious implication of a search for dishonest practices.

The report gained great publicity, not only because of its origin in the attempt of a state to know itself educationally, but also from the character of the men conducting it. The report began by describing Vermont as a geographic region, a study that, of course, covered all industrial, commercial, economic, social and educational factors; then proceeded to criticise the school system of the state in the light of these factors.

Among the leading recommendations in the report were: The appointment of a state board of education with ample authority, and of a state commissioner with his deputies—a system something like that prevailing in New Jersey today; the education of the youth of the state towards the occupations of the community in which they live, and not away from them, as the practice seemed to be; the establishment of a course in agriculture in the high schools; the abolishment of subsidies to private institutions, and a different apportionment of the state's educational funds. The practice of long standing in Vermont of granting subventions to colleges not under the control of the state had brought about a regime of demoralizing educational politics in that state.

The significant features of the Vermont survey are:

1. The Legislature and Governor of the state took the initiative and provided for an appointment by the Governor of a commission composed of leaders of the highest repute in the state to conduct the inquiry. In this way the movement started through the active direction of those men, who, because of official position or state-wide prestige, must have at heart the promotion of the highest welfare of the state.

2. The study was made by the Carnegie Foundation—a new kind of educational institution dealing with education and yet not a teaching body; created by private wealth and distrusted by some for that reason; equipped with trained experts or able to employ them in any inquiry undertaken. The great educational foundations have one virtue—that of detachment. We appeal to them in much the same confidence that we go to a higher tribunal of justice, feeling sure that the verdict will be a correct interpretation of all the elements and facts in the case.

The Carnegie Foundation was established for the purpose of providing pensions for superannuated professors.

In selecting the schools whose professors were to be the recipients of the Foundation's largess, a Division of School Enquiry was made part of its machinery. Among its duties was scrutinizing the honesty and sincerity of the colleges, medical schools and law schools in enforcing the standards published in their catalogs. Many schools living on fees were found that admitted any one that had the price. Even institutions of high standing pursued questionable practices in the interpretation of the wonder-working word "equivalent" so frequently used in the enumeration of qualifications for admission. The Foundation has urged that college requirements be honest and honestly enforced, and when accused of being a professional and aristocratic standardizer, has proclaimed its only standards those of common honesty and sincerity.

3. The Enquiry in Vermont dealt with the fundamental problems of organization, finance, and a sound educational policy, rather than details of administration and instruction.

The Vermont Commission considered the report of the Foundation for a number of months, and in October, 1914, presented to the people its own report which in the main accepted the recommendations made by the Foundation. The Commission introduced in the Legislature last February a bill embodying the conclusions of the Vermont Commission which were an epitome of the combined efforts of the committee of experts and the judgment of the Educational Commission.

New York City School Survey

The report that has perhaps interested Newark most, as coming nearer home, was the report of the Committee on School Inquiry of the Board of Estimate and Apportionment of the City of New York, made in 1911-12. This Committee on School Inquiry comprised John Purroy Mitchell, the present Mayor; William A. Prendergast, the present Comptroller of the City of New York, and Cyrus C. Miller, President of the Borough of the Bronx. The committee selected Dr. Paul H. Hanus, of Harvard, to conduct the inquiry, and he chose a staff of eleven educational experts to assist him. Six of these were university men; two, assistant superintendents of schools; one, a director of the Bureau of Municipal Research in Philadelphia; one, a director of research in the School for Backward and Feeble Minded Children at Vineland, N. J., and one, a head of department in the Detroit Home and Day School.

The aims of the inquiry were constructive; the methods were statistical, comparative, and experimental. The co-operation of the supervisory officers and teachers in getting facts was sought. The investigation was limited to: 1. The industrial schools. 2. The vocational schools. 3. The high schools. 4. The system of general supervision of the Board of Examiners. 5. The Board of Education and local school boards.

Criticisms. The leading criticisms made in this report are: The quality of the teaching and supervision is in general not good. The spirit of formalism prevails in subject matter and methods. Disregard for adaptation to social and individual needs is in evidence. The city's course of study and syllabi for elementary education are defective. High school courses of study fall behind every other general course in the United States in certain particulars, such as manual training for boys; domestic training for girls; commercial courses for both boys and girls; English is allotted less time than either Latin, French or German; English, history, civics, economics, mathematics, nature, science, commercial subjects, industrial subjects are pursued less intensively; the general course of study in the high schools is more rigidly administered in New York than in ten other cities, especially in the first year, and hence the high percentage of mortality in that year; the commercial courses are academic rather than vocational. Administrative and supervisory heads of departments in high schools have not the proper time for supervision. Centralization of authority has been effective in bringing about needed unification of the school system, but fails to stimulate initiative and co-operation. "There is a striking lack of consciousness within the school system of the radical difference of merely keeping the schools in operation, and keeping the schools in operation so as to produce tangible results of high value." Long service in New York City rather than supervisory capacity is given undue weight in the appointment of principals as well as district superintendents. The Board of Superintendents has become bureaucratic; it does not initiate educational policy or secure professional growth of principals and teachers. Members of the Board are too wholly devoted to administrative routine and too far removed from the actual conditions of the schools. The school system is a subordinate city department. The Comptroller's staff, Board of Estimate and Apportionment, Board of Aldermen, modify the estimates; the fiscal department of the city fixes the salary schedule for officers, and determines the number of employees allowed. The revised charter gives to the Board of Education the powers and privileges of a corporation. Education within the meaning of the law belongs to the state government. This policy, however, incorporated in the law, is not carried out in New York either in spirit or letter. The Board of Education is continually hampered by the necessity of asking the Board of Estimate to transfer money from one fund to another. Such administration takes the control of public education away from the Board of Education and transfers it to other city boards.

Recommendations. Among the important recommendations of the report are: The elimination of technical grammar as a separate study in the elementary schools; revision of the course of study in nature and science; elimination of English history as a separate study; reduction of arithmetic to fundamental operations, including percentage; reduction of the time of this study during the last two years to not more than forty minutes per week, and the application of arithmetic to geography, history, manual training, and other subjects; revision of the work for the seventh and eighth grades, with greater flexibility in instruction, based on the fact that some pupils go to the high school and some do not; adjustment of the course of study to individual and local needs; improvements in the syllabi; restoration of corporal punishment; reduction in the size of classes; elimination of part time classes; special classes for retarded pupils, with a modified course of study; special instruction for pupils unable to use the English language; the granting of a diploma to any pupil who satsifactorily completes any scheme of studies in the high school, approved by the principal; the abolishment of the Board of Superintendents, and the position of associate superintendent; substitution of a Supervisory Council, embracing teachers and principals; the gradual adaptation of different courses of study and syllabi to the different parts of the city—these courses to be worked out by the principals and teachers, aided by their superior officers—this in the interest of securing suitable flexibility in elementary education instead of rigid uniformity with its deadening effect on teachers and its failure to educate pupils; the increase in the number of intermediate schools (having seventh and eighth grades only); more attention to vocational training, with effective articulation of intermediate schools, high schools, and vocational schools; establishment of systematic vocational guidance.

The two parts of the system that seem to have received unqualified approval were the kindergartens and the Board of Examiners.

Feeling Aroused. The publication of the report produced a storm of angry controversy. The report seemed to be a scathing arraignment of the system and its weaknesses. The elementary school teachers alleged in their defense that they had been condemned because they failed to measure up to *a priori* and theoretic standards, not found in operation in any system of schools in the country.

The Board of Superintendents and the high school teachers stood to their guns and made a sharp counter attack on their critics. The Committee on School Inquiry declined to print that part of the report which charged the Board of Estimate with usurpation of the powers of the Board of Education, in violation of the spirit, if not the plain letter of the law. Acrimonious discussion of the report of the investigators engendered much bitterness, which up to the present time seems to be the net result of the survey. Any survey or inquiry into a huge and complex school system that alienates and embitters the entire educational force of a large city like New York, has either been wrongly conceived or blunderingly executed.

ABOUT SURVEYS

A study of surveys raises some important questions, and not the least pertinent of these are:

1. *By Whom Should a Survey Be Made?*

The general opinion of the educators in the United States, as expressed in national conventions and in the educational press, is that the survey should be made by school officials themselves, or by competent specialists, either as temporary or permanent members of the supervisory staff. This competence of the group of specialists should consist in wide knowledge of the theory of education and its practice in the best systems throughout the country, and in extended experience in school work. Mere membership in a faculty of a teachers' college, minus experience, say in elementary schools, if they are the subject of inquiry, or in high schools, if they are the subject, is not sufficient to qualify as an expert in this line of work.

An investigator who is connected with the system he investigates pursues his work under obvious disadvantages. He will not be likely to have the feeling of detachment and the scientific attitude of an inquirer outside the system and forming no part of it. Institutions and individuals in rendering judgment on their own merits and defects are apt to be rather blind to their failings and very kind to their virtues.

The Vermont survey was made by the Carnegie Foundation—an agency external to the state and removed from the operation of those political, financial, social and educational currents that would bias the judgment of one forming a part of the Vermont system.

The Baltimore Survey was made under the direction of the Federal Bureau of Education, which, of course, was outside the range of all local feeling and prejudice with respect to the subject of inquiry. I am therefore disposed to think that the agency employed to make these surveys should be as far as possible without affiliations with the system investigated. There is much to be said in favor of ex-President Taft's view that making surveys might well be one of the functions of the United States Bureau of Education for many and obvious reasons

A survey should never be made by hostile critics of the system or implacable enemies of those conducting it. A survey by any such individual or group of individuals is not worth undertaking, and can only work evil. In other words, those engaged in the work should be at least neutral with respect to any controverted questions in the particular system under scrutiny, and their attitude should be one of broad-minded sympathy with the general purposes of public education and faith in it.

Whatever agency or staff or foundation or group of specialists is employed, they must, in every case, have the confidence and co-operation of the supervisory staff and teaching force of the system they undertake to study. If there is lack of confidence either in the professional standing of the specialists or their relation to public education or their experience in teaching, a survey is sure to do untold harm to any system.

2. *What Should Be the Scope and What Are the Methods to Be Employed in an Efficient Survey?*

The survey should seek first to clearly understand the community life, and in the light of this knowledge should take an account of the achievements of the system in the past and the direction in which it is moving The whole question of educational policy should, of course, come up for review, as in the case of the survey of Vermont, where the educational organization had become cumbersome, obsolete, and no longer responsive to the needs of the community. The New York survey found that the Board of Education was not able to discharge its obligations to the community because it lacked autonomy in its financial functions.

Many questions in a system are capable of exact objective review, such as: The financial management; physical equipment; attendance at school; enforcement of compulsory attendance; rate of promotion; amount of retardation; size of classes; method of training teachers—qualifications, appointment, dismissal, salaries, tenure of office, improvement in service; organization and functions of the supervisory staff; the course of study; efficiency and methods of instruction; achievements of pupils in subjects commonly taught; and the system of recording data necessary for the proper study of educational problems.

After all these elements have been measured and tabulated, it must not be presumed that the whole question of the efficiency of the schools has been reduced to precise, statistical form. A survey that assumes that teaching and the various activities of the school can all be accurately weighed and measured like corn or coal, omits a very important factor. There is a large area in the life of a school the value of which it is impossible to chart. The most dynamic and the most intangible force in the school is personality—a force that eludes quantitative measurement. These are the human elements of teaching, not discernible or measurable until after the lapse of years. The graduate of a school is not an ultimate product like steel rails or a barrel of oil. The finer things of school life only appear when the boys and girls become the men and women of the next generation. Therefore it must not be supposed that the examination of the child in the studies pursued in the school is going to reveal all of the value of the instruction.

A catholic breadth of view is required in determining the methods of a survey. The different elements constituting a school system and their value in the system, both independently and interrelated, must be thoroughly understood. For example, it will not do to judge and report a whole system in terms of either provisions for defective and incorrigible children, or medical inspection, or dental clinics, or physical training, or playgrounds, or recreation, or vocational guidance, or industrial work, or retardation, or nonpromotion—important as all these questions are. They are symptoms rather than absolute measures of efficiency.

Therefore the judgment of the special instructor, or the man riding a hobby, or other faddists, is to be accepted with much reservation. In other words, the expert should be a man of wide sympathies, comprehensive learning, extended experience, knowledge of the past, keen insight into the present, and clear pre-vision of the direction in which education is moving.

STANDARDS

The vital question in determining the efficiency of a system is one of standards whereby the efficiency may be measured. Standards and their derivation have been in the acute stage for the last five years. No subject in educational conventions excites more interest or sharper debate. The reason for this, set forth in Professor Hanus' words,—"There are as yet no universally accepted standards whereby the adequacy of educational aims and practices can be judged. . . . Educational opinion rather than organized educational experience is often the only available basis for educational procedure,"—is, many of the standards published are on the insubstantial basis of opinion, and opinions on any subject are as numerous as the stars of the summer night.

Standards we must have if we are to provide the teacher with a definite goal, furnish incentive to the pupil, enable the supervisor to detect weakness in teaching, provide a means of testing new methods, determine the growth and efficiency of a system of schools.

There are three types of standards much in use at present in school surveys and investigations:

(1) Judgment by personal opinion. Measurement of this kind is of value only in proportion to the knowledge and experience of the person giving the opinion. This standard has always been in use. Every American citizen feels himself competent to set up in the business of criticising a system of schools. One can go out on the street and in a short time gather a great variety of opinions on the schools of this city—all of them probably positive convictions. An opinion may be the crass judgment of the Philistine who thinks his schooling of twenty-five years ago entirely sufficient and who looks with disdain and suspicion on all changes since that time, or it may be of a scholar of

wide experience in educational work, intimate knowledge of education from the kindergarten through the university. Dr. William T. Harris, formerly United States Commissioner of Education, was such a man, while Dr. Charles W. Eliot, ex-President of Harvard, is perhaps the highest type among living men. When the opinion of such a leader is reinforced by the judgment of others of like competence to judge, we have a very high standard by which to measure school efficiency. It may be added that this standard is the only one that will apply to the measurement of the future. Statistics may show *what is,* but opinion is the only measure of *what is to be.*

(2) The second standard for measuring is comparison. In the field of educational administration this is the prevailing measure. I once heard a prominent high school principal say that the way to make a high school course of study is to find out what all the leading cities in the United States have in their courses and include them all in the proposed course. Foreign observers charge us with being an imitative people. If manual training, school baths, dental clinics, medical inspection, special schools, junior high schools, supervised play, and small boards of education are found in progressive systems, the others will be sure to want some or all of them. If the percentage of promotion is 95 per cent. in New York, cities of the metropolitan group bestir themselves for a higher rate. The question of retardation and elimination has been very much on view recently and comparative schedules have stimulated many cities to labor for a better comparative standing on the schedule. Some time ago, a set of examination questions, given in the middle of the last century, with answer papers of the pupils, were found in Springfield, Mass. Hardly a city in the country has failed to try those questions on its schools in order to compare then and now. No individual likes to be told: "You are not as good as others." The slur involved in such comparison is stinging in rousing resentment and effective in working a change. It may be said that the standard of comparison has always been and will continue most effective in bringing about better educational

administration. In applying the comparative standard the services of an expert are not always needed. When comparisons are based on figures great difficulty in using this standard arises from lack of uniformity in school records. The same terms seldom mean the the same things in different systems. The United States Bureau of Education has attempted to remove this obstacle to comparative measurement by recommending the use of uniform records throughout the country. Without this uniformity a comparative statistical study of systems leads to wrong conclusions and grave error.

(3) The third standard of measurement is by units and standards scientifically derived. Education is seeking a scientific basis. An essential condition of all scientific procedure is the accurate measurements of facts, and education will become a science when established facts and verified conclusions are substituted for experience. Promising beginnings have been made in deriving these scientific standards by means of scales, some of which are now in very general use. These scales enable us to measure the efficiency of a group in terms of variation from a median or central tendency established by the scale. In the New York School Inquiry it was found that the variation from the median among pupils in the same grade greatly exceeded differences between grades. By these scales we are able to reach trustworthy conclusions respecting the level of ability in a selected group or grade and also to compare the efficiency of different groups and systems with the satisfaction that comes from the use of a scientific measuring stick.

(See Report of Committee on Tests and Standards, National Educational Association, 1912, 1913, 1914; Report of New York Committee on Social Inquiry—Part I; Report of the Carnegie Foundation, 1914; Report of Educational Commission, City of Chicago; United States Bureau of Education Bulletin No. 4, 1911, Report on Baltimore Schools.)

CONCLUSION

The past year has shown continued progress in the schools of Newark. This progress has not been spasmodic nor confined to any single, or special phase of educational growth. The schools have developed along rational lines by steady and progressive increments both of culture and general effectiveness. If this happy result may be attributed to one thing more than another, it is to the unity of purpose combined with the frictionless co-operation of teachers, supervising officers and the Board of Education.

The people of Newark may well be congratulated that in the closing year of the city's quarto-millennial the forces that have contributed most to its growth as well as greatness have never been more active. Progress, as we use the term, connotes both the direction in which we are trending and distance covered. Co-operation by all the units that make up the body politic will in the future, as in the past, contribute largely to the city's growth and prosperity.

It cannot be truthfully said that any one individual or any group of individuals is wholly responsible for the results achieved in our schools. All deserve their due meed of recognition and of gratitude for the success attained.

I am indebted to my assistant superintendents for help afforded me throughout the year in general supervision. During the months of July and August, Dr. Corson served most acceptably as city superintendent, enabling me to take a vacation which the Board kindly granted. The invaluable aid of Assistant Superintendent J. Wilmer Kennedy in the preparation of my annual report, herewith submitted, is gratefully acknowledged; as is also the inestimable service of my executive clerk, Mr. Isaac Lowenstein, whose long experience as well as knowledge of the school system have made him indispensable. Whatever success has attended the work of the past year must first of all be credited to the earnest and indefatigable labors of principals and teachers. They are nearest the many shifting and difficult problems of public school education. Upon them depends, in a large measure, its success.

Respectfully submitted,

A. B. POLAND,
City Superintendent.

SPECIAL REPORTS
OF
Assistant City Superintendents and Supervisors

The following special reports are appended herewith as a part of my annual report for the year 1914-1915: First Assistant Superintendent Corson—Special Schools and High Schools; Assistant Superintendent Kennedy—The Study of Newark in the Schools of Newark; Assistant Superintendent Sexton—Promotions and the Teaching of Reading; Assistant Superintendent Shirley—Vocational and Industrial Training; Mr. Edgar S. Pitkin, Supervisor of Summer Schools—Summer Schools; Mr. Arthur V. Taylor, Supervisor of Evening Schools—Evening Schools; Mr. Randall D. Warden, Director of Physical Training—Physical Training.

FIRST ASSISTANT SUPERINTENDENT CORSON'S REPORT

Special Schools and High Schools

Dr. A. B. Poland,
City Superintendent of Schools.

Dear Sir: I have the honor to submit the following as my special report for the school year 1914-1915:

CLASSES FOR BACKWARD CHILDREN

It is a matter of gratification to report that the special classes, established experimentally in several schools of our city, have performed such excellent service as to warrant an increase in their number.

The class at the McKinley School is a good example of these special classes. During the time it has been in operation over one thousand children have been helped, so that they were able to go back to their regular grades, in almost every case to take up their work without further assistance. There were three types of children thus helped: First, those below grade because of recent immigration; second, those who were not defective, but too slow mentally to profit by ordinary class instruction; third, those promoted on condition in one or two subjects. As hitherto, the children go to a special room from their regular classrooms, to which they return after receiving instruction in the one or two subjects in which they are deficient. In the course of a day, the teacher instructs about one hundred and sixty-eight children, chiefly in arithmetic and reading, although composition work receives considerable attention.

The statistics of this class for the last year are:

Number instructed in one or more subjects	521
Number returned to regular classes fitted to do work without special help	486
Number promoted, but still needing special help	21
Number discharged or transferred to other schools	6
Number transferred to schools for defectives	0
Number not promoted	14

The significant fact is that four hundred and eighty-six children were helped to maintain themselves in their grades. This is a worthy achievement. I have no hesitation in recommending very strongly the establishment of such classes for backward children in various schools throughout the city. The need is great and urgent. The relief afforded the several classes in a school is important. The reduction of retardation is an evident gain. The opportunities for the happiness and success of the slow, backward children are much increased. There are many arguments in favor of such classes and none of convincing force against them.

SCHOOLS FOR DEFECTIVES

During the year the Alyea Street German-English School building was acquired by the Board of Education for the use of classes of defectives, and the classes from four schools were transferred thereto. In addition to the classrooms, there are other smaller rooms and a flat having a dining-room, a bedroom, a kitchen and a bathroom. Laundering, cooking, sewing, cleaning and other household arts can be taught in this flat. The yard is in the form of an "L," and is sufficiently large to be used both as a playground and a garden. We now have three commodious and well equipped buildings for defective children.

Coe's Place School is the largest of the three schools for defectives, and is the type to which all will in time conform. It has an enrollment of one hundred and twenty children. There are two low grade classes organized on the plan of the kindergarten and five higher classes graded from low to high. These latter classes are organized on the departmental plan. One teacher is assigned physical training and music; another, the shop; another, household arts; another, manual training, brush-making, basketry, sewing, weaving; another, the formal work in penmanship and reading, nature study, and speech training.

The children are promoted from class to class whenever they demonstrate their ability to do the next higher grade work. The best trained children who show aptitude and ability are promoted from the highest group to the vocational room, the program and organization of which are as yet in the experimental stage. The aim of this class is to prepare the children, as their limitations allow, for places in the industrial world. It is not known, as yet, all the kinds of work for which the defective may be trained, but it is certain that he will not enter the professions or even the skilled trades. Even in the unskilled trades he will probably lose in competition with normal people. The experimental work includes chair-caning, brush-making, and other work that is very practical, clearly suitable, and well adapted to the capacity of the children.

My observation of classes for defectives leads me to assert positively that there is great advantage in the segregation of these children in schools exclusively for them. The right policy is to collect all scattered classes into special schools as rapidly as possible. The work done at State Street School and at Coe's Place School furnishes conclusive evidence that this is the course to follow. The classes move from room to room at the expiration of a given period. This gives the needed change of environment and opportunity to the children for activity with greater freedom than the class system permits. The fact that there are seventy-five or more children together makes grading possible. The teachers co-operate with each other, and the fact that several are together working on the same problem gives strength to each. On the other hand, it is much more difficult for a teacher of defectives to have a class in an ordinary school building. In the isolated class of fifteen members, one teacher has almost as many classes as she has pupils. The disadvantage—or, rather, serious handicap—is at once apparent to an educator. The teacher does not have the chance for conference with others doing similar work, nor does she feel the same incentive for her work. Her class is stigmatized as the "dippy" class, and she and her pupils have somewhat the feeling of outcasts. In connection with this phase of the problem, it is clear that we should take the sting away by having separate schools and by calling them by some significant name that shall be clear to the profession of educators and that of physicians and not objectionable to laymen. It seems appropriate to call them Binet Schools.

The plan of segregation is wise for one reason more important than any of the above. The whole problem of the "Defective Child" is calling for state action. Our experience in Newark demonstrates the need of state or county or municipal institutions for children, at least, of the idiot and, perhaps, of the low, imbecile grade. No ordinary school should undertake their education, for they need custodial care, and this cannot be given in the usual type of school. The particular field of the public school is to train children of the moron type so that they shall not be social waste. The course of study for morons should be such as will make them self-supporting individuals, for the defective child of a given mentality is not equal in development to the normal child of the same mentality. It is important, therefore, that the curriculum for the former be planned to accomplish two things: To fit him to live and to train his limited ability. Many morons may easily be taught to do some things well enough to prevent them from being a charge upon the community. Legislation, vocational courses of study, and special schools—instead of classes—are necessary to carry such a policy into effect.

THE SCHOOL FOR THE DEAF

The Newark School for the Deaf was organized November, 1910, in the Chestnut Street School building, with one class of eleven pupils—seven boys and four girls. In February, 1912, the growth from one to four classes made larger quarters necessary, and the building on James street, belonging to the Brauer Foundation, was rented. In 1914, the school, then composed of six classes, was moved to the old Normal School Building, where it is now located. The annual growth is shown by the following table:

Enrollment

Date	Boys	Girls	Total
1910—1911	12	9	21
1911—1912	19	17	36
1912—1913	29	26	55
1913—1914	32	30	62
1914—1915	38	31	69

Of the sixty-nine enrolled at the close of the year, forty-four were totally deaf and twenty-five were partially deaf. Ten only of these pupils were able to speak when enrolled.

The course of study pursued in schools for the deaf provides graded work from the kindergarten, with its sense training exercises and primary lessons in speech reading, on through the common school branches, including composition, geography, grammar, arithmetic, history, current history, civics, elementary science, and algebra. Twelve years is the time allotted by most schools for the completion of this course. The deaf child of average mentality is able to do the work in that time. Pupils of ability above the average, of course, require less time in which to do it.

The curriculum outlined is the one which has been followed in the Newark school. The most advanced class is doing the fifth grade work. A majority of the pupils in this class entered in November, 1910, when the school was organized. It is the intention to add grades from time to time.

The Newark school has made a good beginning with shop work, to the end that the basis for vocational training may be laid. The program requires daily work from 2:30 to 4:00 P. M. for the boys of the upper grades, and for the girls of the same grades at the same hours cooking is taught two days and sewing three days a week. Mechanical drawing is assigned the third grade for the boys. The girls of the second and third grades have sewing with the grade teacher, at the period when the boys are in the shop. On Monday, Tuesday and Wednesday, from 2:30 to 4:00 P. M., the girls of the fourth and fifth grades have their sewing lessons. At present these classes are taught by the class teachers. Each has the class one day a week, and handles her assigned problems without reference to the others. The schedule meets present needs. All this work was introduced and successfully done in the year ending June, 1915. A class in domestic science was also organized during the year. At first it was taught in the kitchen of the Girls' Industrial School, but later at the Burnet Street School. The teacher in charge reported good results. She handled the work with both sympathy and intelligence. The co-operation of the supervisors of the respective subjects was very cordial, and the successful work was due in large measure to their efforts.

The remarkable work done in the school presents an opportunity for every deaf child in the city to reduce his handicap to a minimum. He can obtain an education just as a hearing child can, provided he is willing to attend the right school. It would be helpful if the teachers, in the absence of compulsory provision for attendance at a school for the deaf, should exert their influence to induce parents of deaf children to send them to this school.

THE CLASS FOR THE BLIND

There were thirteen children, ranging in age from five to fourteen years, enrolled in the Class for the Blind during the year 1914–1915. They were of kindergarten, primary, and grammar grades. As hitherto, the pupils received instruction in the use of *Braille* from the expert teacher of the blind and her assistant. From the special classroom they were sent to their respective grades in the regular school. The teachers were able to place ninety-one per cent. of the children in the grades with seeing companions of their own respective ages. Fifty per cent. of them were on the honor lists of their respective classes at the close of the year.

The work of this class has been so successful that it is apparent that such a class in a pubilc school is superior to an institution for the blind. Blind children in the public schools are in touch with a living world. They can learn by practical experience the cost of living, the necessity of economy, the value of time and money. They get a notion of the wisdom of being "good mixers," and if their sensibilities are hurt by contact with the world, the experiences come while children are young and are best able to form the habit of facing the condition with buoyant spirit. They can chum with sighted boys and girls, and adjust themselves to their local environment. They live the life of normal boys and girls and receive an education comparable in every way to that of sighted children.

THE HIGH SCHOOLS

The detailed enrollment of the high schools shows that the curriculum which was planned for general education and for admission to the normal schools of the state is still the most popular. The college preparatory curriculum is second; the commercial, third; and the vocational, fourth. The general curriculum is so elastic and includes so many subjects that pupils may be prepared for college in the Central and East Side Schools as well as in the Barringer and South Side Schools. A small number was enrolled in the general curriculum at the Central High, due to the fact that for several terms pupils have not been permitted to enroll there for the first year of the work but have been required to attend other schools if they desired to take this curriculum. The action was taken to provide room for commercial and vocational pupils and to change the school gradually so that it would conform to the type indicated by its name. The process will undoubtedly be arrested by the rapidly increasing number of pupils who enter the high schools. To provide for them, the general curriculum must be reinstated in the Central High School in September next. The school will be a general high school from necessity rather than from choice or purpose.

There are two significant facts in the recent educational history of Newark that make clear the necessity of adjusting our high schools to a new condition which has arisen. I refer to the addition of a large grammar school to the all-year-school list, and to the very large enrollment of pupils in the summer high schools. The interpretation of the one last mentioned is that there are students in the regular high schools who are anxious to gain time by doing extra work. The number of these ambitious pupils grows larger each year, and the very best provision possible should be made for them to gain their object. The educational course is proverbially long, and many cannot afford so much time. They, however, are willing to make whatever sacrifice may be necessary to gain the advantages which full preparation affords. While this is true, it makes it all the more urgent that whatever adjustment may be possible to help them is fully warranted.

The increase in the number of all-year elementary schools makes an all-year high school almost imperative. The increasing number of pupils graduated from these elementary schools will make the articulation of them and the secondary schools increasingly difficult. As long as there were only a few pupils graduated December first or March first, it was easy to keep them together as a special class in one of the high schools and assign only the amount of work that could be done in the irregular or shortened term. With a large number of pupils, that is not so easy. The closer and better articulation of the two grades of schools is a matter that cannot long be delayed without much waste. A very great advantage would be afforded by making one of the high schools an all-year high school. There should be one such school, covering as many kinds of work as possible. The Central High School is equipped and is well located for such work. It is already a summer high school, and to change it to an all-year school would not be unduly expensive. Mr. William Wiener, principal of the school, is enthusiastically in favor of making this an all-year school. The many advantages more than justify the slight increase in expenditure, and I venture to hope that in the near future the necessary authority may be obtained.

The day at the Barringer, South Side, and East Side Schools is of the same actual length as far as the work of pupils and teachers is concerned, although the first two schools close at two thirty and the last at three. The arrangement of seven periods a day at East Side gives each teacher one "free period" daily, wherein he is at liberty to choose his own mode of occupation. In a few cases the teachers instruct six out of the seven periods, but in that event they do not oversee study classes and do have several small groups of pupils, as illustrated by the following table, each number representing the group of pupils taught in the several periods:

Mr. R.	21	27	7	8	22	31
Miss B.	13	15	25	26	14	26
Mr. G.	12	6	24	39	28	25
Mr. D.	8	32	32	20	30	12

The trend of opinion throughout the country is in favor of a longer day for technical and commercial schools. This is indicated by the fact that Boston, New York, Cleveland, Cincinnati, Indianapolis, and Louisville have a longer day for schools of this type. The State of New Jersey recognizes this prevalent condition when she requires a six-hour day for her subsidized vocational schools, doing work somewhat similar to that of the technical high schools. Our two technical high schools, it is true, are not vocational schools, but they do the kind of work upon which arguments for a longer day are based. At the Central the day is too long in view of the day in the other schools, and at the East Side the day is of the same length, as far as instruction time is concerned, as in the academic schools. Shall the technical and commercial pupils at the Central have a *long* day and those at the East Side a *shorter* day or the *same?* It is my conviction that the pupils should have *the same length of day for the purpose of instruction.* This can be accomplished by taking a half hour from the Central day and by changing from a seven-period to a six-period day at the East Side. The long day is either good or bad; if it be good, it should be the same in both of these schools. Further, it is my belief that since these schools were planned and built to be commercial and manual training schools that work should have precedence in these buildings. Everything likely to increase its efficiency should be accepted and acted upon. The other courses should be subordinated, if necessary, to give the former the best possible consideration. The chief reason for a longer working day for schools of this type is that additional time allows increased practice, as in typewriting, and, because of the double periods, there is reduced time in handling tools and getting ready for work, as in pattern making. When the work is given in the customary double periods, the tools are gotten out and put away but once. The annual difference in a two-period subject like domestic art or domestic science is ten hours; in a ten-period subject like joinery, sheet metal, and pattern making, or stenography and typewriting, fifty hours. With the uniform program of studies now authorized, there should be a uniform time allotment in the two commercial and manual training schools.

On May 27, 1915, the Board of Education adopted a uniform program of studies for the high schools of the city. The event was one of more than usual importance, for it marked the beginning of a process of unification of the secondary schools. Each high school has had its own program of studies and has organized the subject matter as it deemed best. The fact that pupils are constantly changing from school to school makes the plan hitherto followed less acceptable. When pupils attend the summer high schools, it is important that the work they do shall be a part of the sequence they are required to do at other times in the year. It would seem unnecessary to argue the question of the advisability of unifying the work. The distinction between unity of aim and effort and uniform practice in method should, however, be made clear. We do not propose to dictate specific method to the teachers, nor to hamper them, nor to deprive them of reasonable freedom in their work, for such freedom gives opportunity for the talents and ability of the teacher to be used advantageously. The pupils are benefited, and maximum results follow. But united effort is as important as individual freedom, and four schools make necessary co-operation and the subordination of individual preferences.

The most important changes in the program of studies are: a reduction in the number of electives offered and in the number of two-year courses, a complete change in the plan for the music of the schools, and the introduction of a new curriculum named the Arts Curriculum. The number of electives offered in the programs previously followed divided the enrollment and tended to cause unreasonably small classes. It is clear to educators that the elective system can be abused and that a wide choice of electives often results in whimsical or capricious selection and that no good purpose is served. The offering of many curricula has little to recommend it. Instead of forcing all pupils to take one period a week in music, it will be more profitable for the whole school to have one singing period together. It should be a period of enjoyment for teachers and pupils, and the best songs should be sung. Such a practice will do more to make pupils lovers of song than the perfunctory classroom singing forced upon many unwilling pupils. The policy hitherto pursued has not been wholly satisfactory. We hope the new one will produce more tangible results. The Arts Curriculum was designed for pupils talented in music or drawing. These subjects are to be taught as majors throughout the four years. Pupils looking forward to a career in either have the opportunity for adequate preparation for higher institutions. They may elect foreign languages and omit mathematics, or vice versa, as they prefer. There are many pupils in the high schools who cannot do the mathematical work required in the other curricula, and, again, others who do not succeed in the study of foreign languages. The principals have the right to substitute subjects in such cases. If the pupils are gifted or capable in either music or the drawing art, this curriculum is an excellent one for them to select.

Exceptional efforts were continued throughout the year in two of the schools to lessen the mortality.

At the South Side, the effort was made particularly with the first year pupils. Each 1B teacher was given entering students in more than one subject, so the transition from the class to the departmental system might not be so sudden. In this school, the welfare work took the form, also, of personal interviews with pupils, and of correspondence with their parents. Visits were made to the several grammar schools from which the pupils entered, and conferences with the principals and teachers of the eighth grade were held to obtain reliable information about the pupils, so that the high school teachers might intelligently treat the newcomers. During the term ending January 29, 1915, the teachers entertained socially the principals and eighth year teachers of the grammar schools which supply South Side. Twelve of the sixteen schools invited responded to the invitation with a representation of twenty-two. The 1B students who had just come from the grammar schools were discussed. This informal discussion was, without doubt, beneficial both to high and to grammar school teachers. Many of the latter expressed themselves as greatly pleased with the efforts to bring together the grammar and the secondary school.

At the Barringer, the welfare work consisted in sending a teacher-visitor to the homes of the pupils, and in sending personal letters to their parents. This effort was successful to a very satisfactory degree. Parents were cordial in their response and appreciation, and the spirit of co-operation caused a better understanding on the part of parents and teachers. The homes and parents of the children became known to the teachers, and the aims and requirements and spirit of the teachers to the parents.

During the year a reception to parents of first year children was given in Barringer, and there was a most gratifying response. A large number accepted the invitation on the several dates designated, and a friendly understanding was established between teachers and parents. A plan somewhat similar to the Big Brother movement has been inaugurated by Mr. W. E. Stearns, the principal of the school. Each senior has been made the adviser of several students of the first year. This is admirable, and, undoubtedly, will be of material aid in the solution of the great problem. I venture to hope that the welfare work may soon become so clearly necessary that a teacher shall be assigned the larger part of each day to do it.

Modern education lays much emphasis upon *doing,* and various curricula of schools have been based upon the principle. We are apt to undervalue and to give too little attention to the importance of the life and interests of the school as means of education. The extra-curriculum activities are quite as valuable as the formal work for the purpose, although ordinarily regarded as incidental and subordinate. These extra-curriculum activities afford opportunities for pupils to assume responsibility, to show initiative, to acquire training in *doing* things as adults do them. More should be made of these activities, or, at least, a more sympathetic and appreciative attitude should be created toward them in view of their great educational possibilities and value. As types of these activities in our high schools, I desire to call attention to the following examples:

First—At the Barringer there was maintained by the teachers of physical training a class in social etiquette, which met throughout the year on Thursdays at noon in the gymnasium. The class was open to upper class pupils only, whose parents gave written consent. The purpose was to teach social convention and usage, and to provide a means of pleasurable activity for the young people. The teachers constituted a receiving party on these occasions, and the members of the class as they arrived or departed were required to observe all the forms customarily followed by adults. Dancing was the chief entertainment, and in the conduct of the dances all the formalities and proprieties were duly observed. There were, in addition, short talks on etiquette by the teachers. The experiment was decidedly successful, and proved to be a most excellent illustration of teaching by *doing.* No amount of text-book study could have produced the results which this method secured.

Second—At the Central School, under the direction of Principal Wiener, and also at the East Side School, under Principal Pickwick, there are in use definite plans for assisting the students to obtain positions in the business world. At the Central School the plan includes an Employment Bureau, by means of which a number of pupils have obtained positions. At the East Side a card index of students is kept, which contains detailed information obtained from record sheets marked by the teachers. A complete view of each student's ability and character is thus on file. The quality of his work is indicated by such remarks as *excellent, good, exact but slow, analysis good;* his temperament, by *even, fiery, dull, quick;* his habits and manner, by *hard worker, rough, tobacco, questionable.* The purpose of these plans is to furnish vocational guidance, but they have value not only in aiding pupils to secure positions for which they are fitted, but in impressing them with the sense of their obligation to conduct themselves and to do their work so that the habits they form shall be commendable. The truth that the daily *doing* of tasks forms and disciplines the character of the student is thus cogently taught, not by lecture or dogma, but by one of the extra-curriculum activities of the school. It tends to motivate the behavior and work of the students, and has great educational value.

Third—The School Savings Bank in the East Side School may be considered one of the important extra-curriculum activities of that institution. It gave me very great pleasure to recommend the plan of Mr. George H. Dalrymple, which was submitted by Principal Pickwick, of the school, to the Committee on Instruction and Educational Supplies, with the request that he be permitted to establish a Students Savings Bank. There are many details of the plan, which space will not permit me to enumerate. They are wise and sufficient to secure satisfactory management. There is a Board of Directors. There was little expense involved. To prevent the possibility of criticism of persons who managed the funds, the Treasurer was placed under bonds to the amount of one thousand ($1,000) dollars. The question of responsibility for the funds, in case of the failure of the bank of deposit, was met by requiring the School Savings Bank to carry liability insurance to cover the full amount of deposits. The following statement is of interest:

Number of depositors, to July 1, 1915	104
Total amount of deposits	$414.87
Withdrawals by seniors and others leaving school	189.49
Balance on deposit	225.38
Average weekly deposits	26.00

The success of the bank during the four months noted was marked. The influence on the life of the pupils will undoubtedly be valuable. The purpose is entirely educational and ethical rather than financial. It is educational, inasmuch as it is a useful aid in teaching business forms and banking practice in the commercial department; it is ethical to the extent that it teaches the value of money and inculcates habits of thrift.

Fourth—A good example of the enlarged educational opportunity of the extra-curriculum activities is afforded by the student organizations in the several schools. At the South Side and also at the Central, there is a General Organization of the student body, which charters various other organizations. In the Barringer, but in no other school, there are fraternities and sororities.

Some of the clubs have been active in the preparation and presentation of musical and dramatic entertainments which have received high commendation. In various ways they have given a good account of themselves. When conducted in the right spirit and with a proper motive, they are serviceable and worthy of encouragement and appreciation. One reason for the criticism of student organizations is that they have sometimes become strong and aggressive and a menace to good discipline. That, of course, is an unfortunate thing, but it in itself indicates ability in organization and management—misdirected, undoubtedly, but still ability. The opportunity afforded by these organizations for educational good is very great, and they give valuable training in several ways. In our schools, they have been well managed, so that they have proved to be an educational means of much importance.

There are two matters connected with the physical training work in the high schools that may well be changed for the better as time passes. One is to have for the regular physical training work two gymnasiums in each school, one for each sex. This will be an advantage in grading the work and will give opportunity for work for each sex six instead of three periods a day. The other is in regard to athletics. The Board of Education recently received a communication in reference to the introduction of soccer football into the high schools. It caused the whole policy of athletic training to be carefully scrutinized. The fact that the game is not played in high schools is due to the specialization of athletics in compliance with public sentiment and public demand. The American public is as avidious to see football and baseball games as the Spanish public is to see bull fights. This engenders a spirit in the athletic coaches that teams must be trained to win, and to win they are trained. All American schools are filled with the spirit of winning, and while many persons may acknowledge with regret the specialization of athletics all are helpless to change the conditions which control the matter. The coaches in our city schools in the fall have all their time occupied in training less than a hundred boys for Rugby football and track work.

In view of public sentiment and of the practice now well established, it would be very difficult to change a policy that would result in the large body of high school students taking part in athletics in some form. Theoretically, there would be little division of opinion on the advisability of doing it, but practically there would be obstacles that could be removed only by an arbitrary and unpopular policy. Mr. Randall D. Warden, Director of Physical Training, in discussing the matter says:

> "In my estimation, far more good can be accomplished by the Board of Education if a wider latitude of sports is inaugurated and all students required to select some one sport in which to participate, unless excused for good and sufficient reason. This, of course, would at once lower the skill of our team play, and such schools as East Orange and Rahway would be able to defeat any of the Newark teams, in all probability. On the other hand, the health and endurance of a great many pupils would be improved; a better insight into true sportsmanship would be inculcated in the character of a great many students.
>
> "If this were done, the coaches, instead of devoting all of their time to developing one or two teams, would organize many teams, and the instruction would be spread over a great deal wider field.

It would be extensive training and coaching instead of intensive specialization."

The time does not seem to have arrived for such a sudden and drastic change as would be necessary, but good must result from a discussion of the conditions as they exist. In time, public sentiment may be so affected that instead of valuing sports for their competitive features they will be commended for the educational and hygienic values. It may be that a better policy, requiring the participation of a larger and gradually increasing number of pupils, may be voluntarily inaugurated and allowed to develop without arbitrary official action.

This is the first year in which all four of the high schools have graduated classes. Each has its own ideal and its own method of conducting the important occasion. Two of the schools have class-day exercises, wherein merriment and reminiscence and prophecy are freely indulged in. Such exercises are time-honored in colleges. They have been followed many years in Newark. The pupils and their friends always obtain an abundance of enjoyment therefrom. The East Side School has not instituted this custom, but has formed the practice of substituting a trip to Washington. There can be no doubt of the educational value of such a trip. Most of the young people have had no opportunities of travel. To celebrate the completion of a high school career by a journey to the national capital has many arguments in its favor. The responsibility of such an undertaking on the part of the school is very great, but those who have borne it speak with satisfaction of the benefits derived by the students.

The commencements themselves are notable for simplicity, suitability, and dignity. The June commencements were typical. At the Barringer, the main feature of the program, as for several years, was a play, the one selected being Racine's "Athalie." Its performance was very creditable alike to the coaches and to the young people. Some of the characters required histrionic ability of a high order, and those taking the parts were not found wanting. Such representations are significant; they require not merely preparation in the large, but patient working out of details, the co-operation and adjustment of a large number of people, the discharge of personal responsibility, the analysis of the play and the character, and a close study of all the accessories. It is an educational matter of importance and of marked value.

At the East Side School, the effort was made to have the program present some features of the school work that were characteristic. The young women of the class wore dresses which they themselves had made in the classrooms of the school. The essays were upon themes of a practical nature, and demonstrations of processes in industrial work were given. Such numbers as "The Development or Artificial Lighting," "Three Meals a Day," indicate the character of the parts taken by pupils. This plan is fitting and admirable, and one which has value from several points if view.

At the Central, the musical features were unusually important, with essays, orations, and an address as the climax of a general program. There was also an extensive exhibition of the work of the shops and drawing rooms, which in tangible form showed the purpose and accomplishment of the school.

At the South Side, the musical features of the program were accessory and subordinated to an educational address which was made the prominent feature of the program. The members of the class wore caps and gowns of the school colors. These are owned by the school and will be used by successive classes. It is gratifying to say that none of our schools is guilty of ostentatious display. The effort has been successful to keep such exercises within reason as to cost to individuals. One form may be more economical of time and effort of pupils and teachers, yet all have value, all contribute much to the life and well-being of the school, and all have educational significance.

Each year there are a number of high school graduates who return to school for post graduate work. We graduate classes at mid-year when the students cannot enter higher institutions and must "kill time" until fall. Now that we have four schools, the number would be sufficient to inaugurate a college freshman class of, at least, twenty-five students. Instead of permitting them to study in a desultory manner or to fill in time at the several schools, they could all be sent to one school where they could be taught college work. This plan of a Junior College is now under active discussion at the South Side School by Principal Thomas F. Kennedy and his assistants. Dr. Giehl, of the German Department there, visited several junior colleges operated in connection with high schools in California during her recent leave of absence. She speaks most enthusiastically of the Los Angeles High School, which has sent its junior college pupils even to our eastern universities where they were admitted to the third classes. The idea of the junior college originated at Chicago University, but the general movement for its extension began in 1911, and has made rapid headway. School officials, wherever the plan has been followed, are enthusiastic over the results of this very important innovation. Among the advantages to the student are these: The immature student is kept at home to pursue two years of college work with teachers who know him and are interested in him; he works in smaller classes than he would in college or in university; there is an incentive for pupils to stay in the high schools, and this reduces the great mortality and increases the efficiency of the school. There are many teachers in the South Side School capable of doing such work; the additional number required would not exceed two at the beginning, and the additional cost of equipment would not be large. The laboratory facilities of the school are not now utilized to their maximum capacity. The extension of the library end of the laboratory equipment would not be expensive because of the innovation. I call the plan to your attention, believing it could be put into operation without much expense. Boys and girls of Newark should have collegiate instruction here at home. The colleges and universities are becoming so overcrowded that they cannot properly care for the young men and women, and many parents would prefer, if they had the choice, to keep their young people where they can supervise their lives rather than trust them to institutions where they have little or no supervision, as in the great institutions of learning. There is said to be a distinct cultural gain to communities where junior colleges have been established. Newark is entering an epoch where her intellectual interests are to be considered as worthy as her industrial activities. She ought to add a junior college, as one other indication of her awakened and expanding intellectual life.

The actual assignment of work to teachers for the last term in the several schools of the city, omitting part-time teachers and substitutes, is indicated by the following table:

Number of teachers instructing the designated number of periods:

Number of Teaching Periods per Week	12	14	15	16	20	22	23	24	25	26	27	28	29	30	31	33
Barringer.....	0	0	4	0	4	0	1	0	32	0	0	0	1	1	0	0
East Side....	0	0	2	1	6	0	0	0	12	1	0	2	0	6	2	1
Central	0	0	4	1	1	2	3	12	16	2	1	2	0	12	0	0
South Side...	1	2	0	0	2	0	0	2	32	1	0	0	0	0	0	0
Totals	1	2	10	2	13	2	4	14	92	4	1	4	1	19	2	1

The standard of twenty-five periods per week for each teacher is based upon a study of requirements in cities among which Newark may be classed. A questionaire was sent to ten important cities, and the answers indicated that in only one was a less amount of work required. The salaries in that city ranged from seven hundred to twelve hundred dollars a year. In this same study it was shown that the average number of pupils per teacher was less than the number required in Newark. The recommendation was made to the Committee on Instruction and Educational Supplies that the standard number of pupils for a high school class be thirty. The adoption of this recommendation was a matter of great importance. Its effect will be most salutary. The earnest work, the devotion, the zeal of our high school teachers are all to be commended. They have responded most cordially to every request that has been made of them, and their spirit of co-operation is most encouraging and helpful.

Respectfully submitted,

DAVID B. CORSON,

First Assistant City Superintendent

ASSISTANT SUPERINTENDENT KENNEDY'S REPORT

On the Study of Newark in the Schools of Newark

Dr. A. B. Poland,
City Superintendent of Schools.

Dear Sir: In accordance with your request, I herewith submit a special report on the study of Newark in the schools of Newark.

MATERIALS

The preparation and publication by the Board of Education of the text book "Newark Study" was the first systematic attempt to study Newark in the schools of Newark. This volume, the maps and leaflets supplementing it, form the basic material for the study. So far as we know, this is the first book of its kind published in the United States. Chicago and New Orleans have both recently prepared and introduced similar books in their school systems, each claiming priority in the movement, but the fact remains that Newark first broke ground in this new field. The demand for "Newark Study" has been surprising. Not only from colleges, libraries, superintendents of large cities, educational foundations, leaders in the new civics, have come demands for copies, but, most surprising of all, requests for copies have come from far away countries in Europe, Asia and South America. It is doubtful if anything done in Newark schools has attained the wide publicity given the addition of this new study to our curriculum.

Mr. J. C. Dana, the librarian of our Free Public Library, initiated this work in the Newark schools in 1903 when the library began collecting books, pamphlets, clippings, and pictures, which were loaned to children and teachers for the purpose of studying Newark. In May 1904 the library issued the first of a series of leaflets on Newark which were loaned to the schools, and for five years held annual exhibitions of Newark material. Not only was Mr. Dana the initiator of this work in the schools, but by publishing and circulating "The Newarker," by numerous contributions to magazines and newspapers, by frequent addresses before library and other conventions, has advertised the new study among thoughtful people, not only in our own country, but in many lands. A system of exchanges of reports and library publications among the libraries of the world gives the widest publicity to any fact, and library people are quick to sense new educational movements that open a new field for library activity.

In order to make the study more effective, a "Syllabus" for the use of elementary teachers has been prepared, organizing the material on the book list available for teachers and pupils in their respective grades, making suggestions for efficient teaching, designating the leading topics for each grade, and laying chief emphasis on study of the community and participation in some form of civic activity. This "Syllabus" is supplemented by other syllabi included in "Newark Study," devoted chiefly to the development of the leading topics in the course of study prescribed for a grade.

A teacher having a copy of "The Syllabus" cannot claim that she is without definite guide as to what she shall teach, how she shall teach, and what materials she can call for and use in teaching the assigned topics.

The leaflets that supplement the book are at present forty in number. Additional leaflets are published from time to time. They aim to cover the principal phases of the life of the city. Of these forty, sixteen are reprints of chapters of "Newark Study"—chapters that must be placed in the hands of the individual pupil in order to make the study successful. Fifteen of the leaflets have been prepared for use in the high schools by the heads of the departments of history and civics. These high school leaflets, under the general caption of "Municipal Civics," deal with such subjects as: "Problems of Transportation," "City Planning," "Water Supply," "Street Paving," "Street Cleaning," "Sewage and Its Disposal," "City Finance," Public Lighting," "Municipal Health," "Poverty and Its Relief," "Public Education," "Administration of Justice." They are valuable not only for the information they give, which is essential to the intelligent study of the various topics, but also for the civic interest they arouse and the incentive they supply for the study of the city itself.

Some high school leaflets have been placed in the elementary schools, especially those dealing with water supply, street paving, city cleaning, sewage, police department and fire department. An objection has been made by the high school teachers to the use of these leaflets in the elementary schools on the ground that when the pupils come to the high school they are already familiar with the leaflets, and the edge is taken off the instruction by that fact. I do not believe the objection a valid one, chiefly for the reason that many of the pupils in the elementary schools never reach the high school, but they will certainly become citizens and need as a preparation to be informed on all municipal questions, especially those that are continually under discussion and vitally concern the welfare of the community. To maintain that these leaflets must not be used in a class of twenty boys because four or five may some day go to the high school and hear the topics brought up a second time, is to take an indefensible position, no matter what angle we view it from.

The leaflets have been, as a rule, well and profitably used. Teachers and pupils sometimes abuse the leaflets by confining study to them alone and omitting to observe, investigate and study the city itself. This disposition to study the printed description rather than the object itself results from the bookishness of our schools. Teachers and pupils have not been trained to observe.

In the study of the local geography, the Board of Education has supplied to the schools: 1. A large map of the city. 2. A smaller map of "Newark and Vicinity"—a map made up of sheets of the Geological Survey covering Newark and the adjacent territory. 3. Small outline maps, arranged in pads, placed in the hands of individual pupils in grades to which the study of the geography of the city is assigned.

The large map has proven very valuable in studying the city. Owing to its size and weight, it cannot be put up and taken down readily, neither can it be removed from one room to another easily, and in some schools it has been difficult to find a proper place for it.

The map, "Newark and Vicinity" has proven of least value—partly because of the map itself, which is a section of the geological map of New Jersey, containing a wealth and perfection of detail that unfit it for use among elementary pupils who have little or no skill in map reading. If the maps were poorer, they would be better for the purpose. The surroundings of Newark are of unusual interest and importance and a study of the surrounding municipalities is essential to an intelligent understanding of Newark, whether we are considering commerce, manufactures, education, amusements or population. All are affected by the city's peculiar situation in the metropolitan district.

The small map with the city boundaries and the main thoroughfares in outline has proven perhaps the most valuable. It is constantly and extensively used.

Among the valuable texts listed for use in civics are: Dunn's "Community and the Citizen," Philip's "Nation and the State," Dole's "Young Citizen," Reinsch's "Young Citizen's Reader," while the teacher has Hill's "Lessons for Junior Citizens" as a reference book. A number of valuable books on physiology, hygiene and sanitation are on the list and available for teaching these subjects.

In Newark history, the text used is Urquhart's "Short History of Newark," a book that is read extensively, chiefly in the fourth and fifth grades of the schools.

Another valuable help is "The Newarker," published by the Free Public Library, and now in its fourth year. Recently it was added to the list and a bound volume containing the first three years of the magazine has been placed in all the school libraries for reference. For scope and detail, there is no publication on Newark that approaches "The Newarker." It is virtually a local encyclopedia. Some of its numbers have a value hard to estimate. For example, the number for May, 1913, contains a collection of statistics in regard to every phase of the city life—social, commercial, educational, financial, historical, racial—in fact there is hardly a Newark topic that one can mention but what some figures or information are found in this number.

In "The Newarker" for March, 1913, is an article headed "Romance in Newark Industries," beginning with a verse from Kipling:

For the bread that you eat and the biscuit you nibble,
  The sweets that you suck and the joints that you carve,
They are brought to you daily by all us big steamers,
  And if anyone hinders our coming you'll starve.

Then follow a few sentences by way of introduction, some of which I quote:

> "The romance of industry is as visible in the dust of Newark's factories as in the smoke of England's merchant fleet.
>
> One of us set out lately on a pilgrimage, going from door to door, staff in hand, among our manufacturers, and begging information. Below are the tabulated results of her inquiries. They show that there is as good material for poetizing in our city's factories as ever Hawthorne found in Salem's musty warehouses.
>
> Where is the poet who will sing the song of the web, at the center whereof sits our industrial spider feeding on products from the confines of the earth?"

The tables show that Newark receives mirrors from Germany; leather from France; cotton from Egypt; filberts from Spain; nuts from Japan; oils from Italy; lumber from Michigan; gum from New Zealand; wood oil from China; gum from the Philippines; bristles from Manchuria; glass from Austria; while Newark decorates the earth with badges and medals; shoes England, Asia and Africa; varnishes the world; lights the United States and Canada, and provides every civilized man on the globe with a button for his shirt collar.

The first of November the Committee of One Hundred took over "The Newarker" and made it the official organ of the Committee during the Celebration of 1916. This has changed the character of the magazine somewhat and narrowed its scope, perhaps, but has not impaired its value for the purpose for which it was introduced into the schools. During November copies were placed in the hands of the graduating classes of the high schools of the city, and they seemed to be eagerly sought for and valued.

During the Celebration principals and teachers will receive "The Newarker" monthly and will keep their copies on file for reference—the whole set for eleven months comprising a brief history of the Celebration.

The December number of "The Newarker" contained a copy of the $1,000 prize poster, representing Robert Treat in Puritan costume, directing the landing of the first settlers on the banks of the Passaic River. In Mr. Matlack Price's description of the poster, it is stated:

> "The poster which won the first prize is appropriate in two particulars. It graphically suggests an anniversary and is confined, in its historical reference, to the founding of the city of Newark. The masses are splendidly bold, the composition striking and the coloring is brilliant, without lack of harmony. Above all, it is a poster of dignity—the figure of Robert Treat looming up in strong and impressive profile against the sky. It is a design which could not fail to arrest attention, and having done so, to hold it until the story is conveyed. For these reasons, it is a good poster."

The Free Public Library has been assiduous in collecting, preparing and arranging models, maps, charts, cuts, pictures, pamphlets, all bearing on Newark, and for use in the schools. The Library, as stated above, took the initiative in adding Newark to the curriculum, and through the last fifteen years has been persistent and aggressive in giving foundation, form and spirit to the new study.

Last May the Library had a "Founders' Day" exhibit, in which Newark was interpreted by maps and charts. Maps of railroads and other means of reaching the city were shown. The growth of the city in population from 1806 to the present was shown in diagrams. Maps ranging in size from ten feet to the small hand maps were everywhere in evidence. Pictures of old buildings, recalling to old Newarkers the city as it appeared when High street was a lane, were shown. The Newark City Plan Commission was fully represented and a sheet of the two hundred and fiftieth anniversary celebration poster stamps was in the centre of the display. Small maps gave answers to the question: "How much do you know about Newark?"

The principal material, transcending in value all others, is the city itself of which we are all a part. The constant aim has been to induce the pupils to look about them and know Newark. The public buildings, monuments, parks and streets represent concretely the city's ideals of civic life. The Court House, with its splendid mural decorations; the City Hall, with its fine design and noble proportions; and the Free Public Library, combining a highly artistic interior with adaptability to a lofty purpose; business structures striking in their architecture, beauty and fitness; streets, some in trade centres and others in residential sections, that have great possibilities, not only in serving their purpose but in adding to the dignity of the city; the parks of the city, placing Newark in the front rank in this particular—are all visible manifestations of Newark's civic spirit. School buildings during the past decade have been reconstructed and noble specimens of academic architecture are now seen on every hand, embodying the educational aspirations of Newark.

Newark itself, as a volume for study, must have first place above all books, pamphlets, magazines, maps, and shall be read of all, inspected by all, condemned when censure is merited, and praised and admired where praise and admiration are justified. The materials that I have described are all valuable as aids and accessories, but the study of the city itself is the chief aim of Newark study.

The memorial building that is planned as a monument to the two hundred and fiftieth anniversary of the city, will, it is hoped, illustrate and exemplify a high civic ideal, nobly representative of the spirit of the past and inspiring as a prophecy of the future.

TRAINING FOR CITIZENSHIP

The course of study in civics was formulated in the belief that a study of the mechanics of State and Federal government is not sufficient as a method of civic training. For years education for citizenship extended no farther.

In the early years of the century it began to dawn on the minds of the educators that knowledge of government does not make an efficient citizen. Men began to inquire: "What are the fundamental qualities of citizenship and how can they be cultivated?" A little reflection showed that they were elements of character rather than learning—that they consisted primarily of an interest in civic affairs, a sense of personal responsibility for the well-being of the community, a spirit of co-operation for the public welfare involving obedience to community laws and a conception of good government as a means of co-operation. These are mental attitudes to be developed by an appeal to primal instincts and interests that are the mainsprings of every human act.

The interests of the pupil are the familiar things within his experience. "The here, the near, and the now" dominate him. This principle points unmistakably to the means to be employed in cultivating these civic traits.

Local community government is a far more valuable means than general government for civic training. The interests of the child are enlisted in the school, in the protection of the health, life, and property of the neighborhood far more than in a bookish study of state and federal constitutions. The former are part of his experience, touch him personally, and can be studied at first hand, while the latter is outside his experience and must be studied second-hand.

The life and discipline of a good school develop a sense of personal responsibility, a spirit of co-operation, obedience to community law. The results appear in greater freedom and self-control among the pupils, in a higher regard for school and other property, in the improvement of neighborhood conditions.

In the bulletin, Civic Education Series No. 1 (United States Bureau of Education) is given a model lesson on the topic of civic hygiene:

> "There was a study of health in the eighth grade class. It was brought out that when people live together in a community, dangers to health arise. Each is dependent upon others for his safety. If every one is to be saved, there must be co-operation. The pupils were convinced that each pupil in school had some responsibility for the health of the entire school. Illustrations were brought in of neighborhood co-operation in the interest of good health. Conclusions were finally reached that the entire city must co-operate if the health of any one citizen were to be saved, and that effective sanitation is one of the chief functions of city government. Then followed a discussion of the organization and activities of local and state boards of health. The question broadened to what the national government does in preserving health.

In this admirable lesson a native interest—the desire to live and be strong—is appealed to, the sense of personal responsibility is made plain; the need of co-operation not only among individuals, but with the government becomes clear.

In the "Program of Studies of the High Schools", adopted May 27th, 1915, civics is a minor study for the first year. In the fourth year "United States History and Civics" is elective. All students intending to enter the normal school with the intention of becoming teachers in the elementary schools should be required to take United States History and Civics in the fourth year of the high school. One of the most serious obstacles to efficient teaching of the subject is the lack of trained teachers. Notwithstanding the widespread propaganda for woman suffrage, not many women are interested in civil government or politics, and therefore to assign the teaching of a subject to those who not only lack the fundamental qualification of interest in political questions, but also lack participation in political activities, is to place a serious handicap on hope of success at the start.

Civics, as laid down in "Newark Study", deals, in the 4th and 5th grades, with civic hygiene, and in the 6th, 7th and 8B grades with the community functions of the city government that touch the citizen most closely. In the 8A grade, an attempt is made to study briefly the federal, state and municipal governments and their interrelations. Fundamental in this course is some form of civic activity, some participation in work for the betterment of the community. The course of study requires all schools to establish some kind of juvenile league or community committee that will give the children a chance to participate in neighborhood life and to actively co-operate in the solution of some community problem. A number of schools have been conspicuously successful in meeting this fundamental requirement of the course of study in civics.

SEMI-ANNUAL TESTS

It has been part of the plan of supervision in the South District to test all of the grammar classes and some of the primary, in written English once a semester. During the last two years the subjects for the compositions have been based on local history, local biography, and the government of the city. Free choice of topics has been permitted and pupils have been urged to write on subjects they have investigated for themselves rather than on subjects they have only read about.

In addition to this semi-annual test, there is appended to the official examination in history twice a year, a list of questions in civics based on the prescribed course for the grade. These questions are framed not so much for the purpose of testing, as for guiding the teacher in the selection of questions regarded as suitable and important for study and research.

For example, in a 5B paper set June, 1915, the children were asked to describe the system of ventilation prevailing in the school; the vacuum cleaning system and its advantages; the dangers of the public drinking cup. In the 5A, eight questions were given on pure water and pure milk for the city. In the 6B, conditions that lead to fire and how to remove them were the subjects of the examination. In the 6A, civic beauty and unnecessary noises were the topics; in the 7B, juvenile criminals, duties of attendance officers and policemen; in the 7A, schools; in the 8B, canals—under the general head of "Transportation."

Much valuable study and investigation of the city results from the compositions required on Newark each semester. Children go in groups to every department of the city government for information. These compositions keep the subject alive in the schools and are the most effective agency in operation for stimulating the children to study their own city.

The subjects selected for the compositions by the children take a wide range. Last June some of the topics were: The Fairfield Dairy, a Bakery, Board of Health, Water Supply, Public Bath Houses, Pasteurization of Milk, Meat Packing, Prince and Broome Streets as a Commercial District, Hudson Terminal, Commerce Street at Two O'clock in the Morning, The Four Corners, The Telephone Building, City Market, Manufacture of Felt Hats, Laundering, Leather Industry, Weston Electric Company, Jitney Bus Business, Morris Canal, Both Ends of a Telephone, Transportation, Paving of Broad Street, Early Transportation in Newark, Newark's Docks, Board of Street and Water Commissioners, Custom House Officers and Smuggling, Primary Elections, Town Meetings in the Early Life of the City, City Sealer of Weights and Measures and His Duties, Commission Government, Referendum, Initiative and Recall, Civil Service Reform, The Australian Ballot, Common Council of Newark, Bacteriological Laboratory, Newark's Commissions, Juvenile Courts, The Four Ward System, Bureau of Combustibles and Fire Risks, Shade Tree Commission, Lincoln Park, The Old First Church, The Doane Memorial, Seth Boyden, Court House, City Hall, Civic Beauty, Unpleasant Places in Newark, Newark Museum, Weequahic Lake, Branch Brook Park, The Great White Way, Washington Monument, Lincoln Monument, Celebration of 1916, Newark Academy, Library, South Side High School, Girls' Industrial School, Schools for Defectives, History of Newark's Schools, City Playgrounds, Open Air Schools, Schools for the Deaf, Literary Landmarks of Newark, New Jersey Historical Library.

Many of these papers are illustrated. Some of them that describe industries of the city have samples attached to the papers. One paper on making whetstones had pieces of the stone glued to the paper. By far the larger majority of the compositions were based upon observation and investigation. Almost all the writers had gotten their facts first hand.

THROUGHOUT THE CITY

The papers in my possession, written on Newark topics, are from the South District only. I am not able to speak with the same knowledge of the study of the other districts. However we have some information just obtained from a questionnaire sent to all the schools.

In November, in response to the request of the Board of Education for a report of the extent and character of the study of Newark in all grades and in the high schools, a questionnaire was sent to the schools.

In answer to the question: "How many of your classes have read Urquhart's Short History of Newark during the last year?" 231 classes reported reading it.

In answer to the question: "Do your classes engage in any form of civic activity?" ten schools answer "No," while the others, in the main, describe some form of civic activity, such as, care of shade trees, keeping yards and streets clean, caring for school grounds, assisting Roseville Improvement Association, learning "Civic Pledge," establishment of "Little Mothers' League," under the care of the Child Welfare Bureau; operating a "School City," preventing nuisances in the neighborhood by means of Vigilance Committees, forming Clean-Up Clubs, distributing seeds for home use, cooperating with the Yard and Lot Improvement Association.

In answer to the question: "Has your school any collection of pictures, charts, bulletins, or other supplementary material bearing on the study of the city?" eighteen schools answer "Yes," thirty-three answer "No," four schools answer "Several Classes."

THE 250TH ANNIVERSARY IN THE SCHOOLS

The following suggestions have been made to the schools for special study of the city in connection with the Two Hundred and Fiftieth Anniversary:

Interpret the pageantry of the Celebration, especially that which deals with historic features of the city's life, and reproduce for the benefit of the pupils any features that can be reproduced before the schools.

Make collections during the year of posters, copies of historic tablets, pictures, poetry and all other publications bearing on the Celebration.

Secure a set of stereopticon slides depicting the past and present of Newark.

Emphasize those things that dignify and ennoble a city and show aspirations for civic improvement, such as, libraries, churches, and educational institutions of every type, both public and private; philanthropies and charities; citizens who, animated by civic pride, are planning a better Newark, or have spent themselves and their money in the erection of monuments.

THE MOST IMPORTANT SUBJECTS FOR STUDY IN THE LIFE OF A CITY

1. Sanitation should be given first place. Contagious diseases, drainage, disposal of sewage and garbage, pure water, pure milk, clean streets, medical inspection for schools, powers and duties of the Board of Health, pure food laws are the main topics and should receive first attention in any scheme of study because without efficient governmental care regarding these matters, urban life is hardly possible.

2. Second in value is the system of education in all its phases and departments. Without the schools democratic government in cosmopolitan Newark would be impossible. They are the life-saving stations of the city.

3. The police and fire departments that have so much to do with the protection of life and property rank third in importance.

4. The fourth place may be assigned to the large subject of transportation, including paving, laying out of streets, and the allied questions of the distribution of population and the avoidance of congestion by good systems of transportation. In fact, it is doubtful whether this topic should not be given higher rank.

5. The fifth place may be assigned to civic beauty, embracing shade trees, dooryards, parks, architecture, monuments, city planning and decorative features of all kinds.

It is assumed, of course, that the functions of the government in each and all of those fields will be studied in its proper connection.

Recommendations

First. When a new edition of "Newark Study" is issued, all matter appearing in leaflets that are reprints of chapters of the book may be omitted, thus reducing the size of the volume.

Second. A series of pamphlets is needed, giving the biographies of the leading men in the history of the city. The biographies in "Newark Study" are too short, somewhat sketchy, and not always accurate.

Third. A leaflet should be prepared on municipal arithmetic, giving problems in municipal finance that come within the range of the arithmetic taught in certain grades, and also problems relating to savings banks and building and loan associations that play so large a part in the economic life of the city.

Fourth. The leaflet on education should be revised and enlarged so as to include a historical sketch of the school system.

Fifth. Compositions should be required, at least once a year, of all grades in the grammar schools and of classes in civics in the high schools, bearing on some phase of the life, institutions and government of the city.

Sixth. Every school should be asked to establish a "Newark Room" or a "Newark Corridor," such as a number of schools now have, in which shall be collected all available and helpful materials for the study of Newark.

Seventh. A leaflet should be prepared which shall supply to the schools some civic ideals in the way of descriptions and characteristics of what a city ought to be. This leaflet on civic ideals seems to be necessary because of the fact that we are requiring the study of the city, but fail to present any standards for measuring the greatness of a city.

Respectfully submitted,

J. WILMER KENNEDY,
Assistant City Superintendent

ASSISTANT SUPERINTENDENT SEXTON'S REPORT

Promotions and the Teaching of Reading

Dr. A. B. Poland,

City Superintendent of Schools.

Dear Sir: I take pleasure in submitting herewith a special report on promotions in the Newark schools, and on the teaching of reading as requested by you.

PROMOTIONS

Students of political economy have long debated the question whether the state is best preserved by the education of the geniuses or the masses.

The old country school, of which we hear so much, educated the geniuses but did little for the masses. The schools were judged by the bright pupils turned out; the dull ones continued to repeat the work year after year but made very little progress. The percentage promoted each year was very low. Not until a few years ago was there much attention paid to this phase of school economy. Many pupils failed each term and many repeated a term's work several times, making no progress but rather atrophying the mind.

In 1905, 73.5 per cent. were promoted, and in 1915, 89.3 per cent. In 1905, 18,971 pupils failed of promotion and were compelled to repeat a grade (one-half year); in 1915, 9,692 pupils failed of promotion, but had the same proportion failed as in 1905 there would have been 24,009 pupils who failed. (24,009 half-years equal 12,004.5 years.) The cost of educating a pupil in 1912 was $35.70 and the amount saved the city would therefore be $20,407.65, less the additional cost of sending a child forward one year over the cost of keeping a child in school one year. This represents only the financial advantage to the city. The educational value to the city and to the individual is much greater. Some of the advantages to the individual may be stated as follows:

1st: More pupils have gone on to higher work and have retained their self respect and self reliance.

2nd: Many pupils have been better educated when they were obliged to leave school. They were able to reach the higher grades younger, and were able to secure greater value from the advanced work than they would from reviewing the work of the lower grade. In 1905, 13.9 per cent. of all school pupils were found in the sixth, seventh and eighth grades, and 2.2 per cent. graduated from the elementary schools; while in 1915, 18.1 per cent. of all pupils were found in the sixth, seventh and eighth grades, and 4.6 per cent, graduated from the elementary schools. The average age at graduation in 1905 was 14 years 8⅛ months, and in 1915 was 14 years 7½ months.

3rd: Fewer pupils desire to leave school. Their interest is greatly increased and their aims become more definite.

4th: More pupils attend the high schools. In 1905, 3.2 per cent. of all pupils and .37 per cent. of the population of the city were found in the high schools; while in 1915, 6.2 per cent. of all pupils and .88 per cent. of the population of the city were attending the high schools.

To accomplish these results more individual and less mass teaching has been emphasized. We have heard much of late regarding special training for defectives, prevocational training, industrial training, class for backward pupils, etc. They are given especially trained teachers, special courses of study, and a smaller number of pupils per class. All of this is along the line of encouraging individual instruction and individual possibilities, but what has been done for the especially bright pupil?

There should be as many pupils in advance of their age and grade standing, as below it, if the course of study is fitted for the average child. In the average American city there are ten times as many children making slow progress as there are making rapid progress. (Pamphlet 77, Russell Sage Foundation.) But there is much more effort made to prevent the non-promotion of a slow pupil than there is to secure the proportionally rapid advancement of the bright pupil. Each pupil should have his just proportion of the guiding influence of the teacher whether he be bright, average or dull. This does not preclude his teacher from studying his natural inclinations.

Many teachers in order to secure a high percentage of promotion, leave the best pupils to care for themselves, as the term progresses, in order to give an increasingly greater time to pupils who are liable to fail of promotion, instead of giving each pupil his proportion of attention.

By flexible grading, especially in the primary school, the brightest pupils may do all the work in three instead of four years and other bright pupils may benefit in proportion without prejudicing the opportunities of others. Sometimes a division or class may do three terms' work in two, or individual pupils may be so benefitted. The teacher may thereby accomplish over 100 per cent. of work on the basis of the course of study although she may not be able to promote every pupil. This can be done without lowering the per cent., to any great extent, of individuals promoted, and will represent a net gain to the pupils.

A teacher may have 40 pupils, promote 35, and doubly promote 15. The percentage of pupils promoted will be 87½ while 125 per cent. represents the work done on the basis of course of study.

To illustrate this, I will present the work of a teacher who was given a First B class in September and retained most of it the whole year. Other teachers are doing the same work but this material is at hand. In September this class consisted of the following pupils:

12 pupils from kindergarten
9 pupils direct from homes.
8 pupils left over from 1 B
11 pupils who entered late in the term.

The ages were as follows:

25 pupils 6 years old
11 pupils 7 years old
3 pupils 8 years old
1 pupil 9 years old.

It was in no way a picked class.

February 1st 35 pupils were promoted to 1 A and 5 failed of promotion. The class February first consisted of the 35 1 A's and 9 of the poorest pupils promoted to 1 A from another room.

The books read by the first division from February 1st to July 1st were:

Old Time Stories; Progressive Road to Reading, Book II; Folklore Stories and Proverbs; Grimm's Fairy Tales, Part I; Classic Fables; Language Reader, II; Pinocchio; Fifty Famous Stories; Alice in Wonderland; Asgard Stories.

The books read by the second division were:

Progressive Road to Reading; Old Time Stories; Folklore Stories and Proverbs; Classic Fables; Story Hour Reader, Second Year; Six Nursery Classics; Fairy Tales and Fables, Second Year.

On day of promotion, July 2d, 38 pupils were on roll of which 35 were promoted and 3 not promoted, making a per cent. of promotions for the year of 87.2 and that including a 1 B class which is considered the hardest in which to secure a high per cent. of promotions. Of the 35 promoted 15 were promoted two half grades, thereby doing all the work necessary for three half year grades in one year. The per cent. of work done on the basis of the course of study for the whole year including the 1 B class was 106.4. This teacher should be judged for efficiency on the basis of the work done rather than on the basis of the number of pupils promoted. A combination of the two percentages would perhaps show the greatest efficiency.

The summer schools are accomplishing much along this line, but the summer school promotions were in many cases made possible by the regular day school teacher.

Work along this line has not been fully developed, but a record of double promotions as well as demotions during the year was kept for the Central District. The record is as follows:

	February	June	Total
No. of pupils promoted during term..........	294	233	527
No. of pupils demoted during term...........	258	158	416
No. of pupils promoted over demoted........	36	75	111
No. of pupils promoted twice during term....	356	237	593
Per cent. of pupils promoted, Primary........	87.2	89.3	
Per cent. of pupils promoted, Grammar......	89.6	89.9	
Per cent. of work done, Primary (including double promotions, excluding summer school)	89.	91.	
Per cent. of work done, Grammar (including double promotions, excluding summer school)	91.6	91.3	

This percentage of work done would be greatly increased did not the summer school promote great numbers. Nine hundred and fifty-seven pupils of the Central District were promoted this year in summer schools, which figures are not included in the above percentages.

Perhaps the greatest direct importance to the schools lies in the changed attitude of the teacher towards the individual pupils. Each pupil receives his proper proportion of attention.

READING

The teaching of reading in the public schools has gone through many evolutions, both as to method and content. Investigations are going on to-day which will prove of great value and perhaps greatly change the methods and content of to-morrow.

The reading process may roughly be divided into three periods:

1st: The period when the child learns to read, i. e., when the technique of reading is mastered. This period includes approximately the first three years of the elementary school.

2nd: The period when the child reads to learn. After he knows how to read he desires to know the facts of the world about him. This is the age of fact acquisition. Memory is more acute. At this age he gets his facts in history, geography, arithmetic, spelling, etc. He reads what is *denoted*. This stage is approximately represented by the school years four to six inclusive.

3rd: The period when the child learns to read between the lines. He now reasons and meditates, and the emotions have greatest play. At this stage he foretells the future by comparing it with the past. He reasons out cause and effect. He investigates new fields of science leading later to discoveries and inventions. He now sees the beauties of language in good literature and is more deeply affected by the beautiful and the true. He now reads what is *connoted* as well as what is denoted. This stage begins approximately at the seventh school year and continues through life.

The teacher should have these phases of reading in mind and modify her teaching accordingly. She should modify the selection of reading texts for the various grades. When a child complains he cannot learn or understand his history. geography, science, etc., the natural conclusion, that he does not know how to read, must be deduced.

So far as scientific investigations have progressed, no preference has been found in favor of any one method of teaching reading to beginners. The results seem to be about the same when the child reaches the grammar grades.

The question arises, however, whether the flash method of recognizing words or the slower phonic method of working out a word, will ultimately produce the better readers both in respect to quantity and quality read. Perhaps a combination of the two will secure all that is valuable in both. If rapidity in reading is to play an important part, the flash recognition of words and sentences is important and teachers will of necessity resort to it whether the pupil gets his first impressions through phonics or not. The teacher, having in mind a clear idea of what the aims in the teaching of reading should be, will secure these aims and reap all the benefits accruing from both plans. The flash method in reading words and sentences is more or less employed by all. A complete analysis of words into letters is never used. Huey in his Psychology of Reading, p. 101, shows that 50 single letters were read orally in 15.7 seconds, 50 four-letter words in 17.3 seconds, 50 eight-letter words in 19.6 seconds, and 50 sixteen-letter words in 54.1 seconds. A part of the additional time was consumed by the utterance of the additional syllables.

The lines used in primary books should be short and of uniform length that the habit of flashing a whole line might be formed, after which the line could be lengthened.

The child should not be hurried into reading which is too difficult and which causes him to hesitate and flounder about, losing both the flash perception of the words and sentences and the content of the selection.

It has been found that rapid readers, on the average, secure a more complete concept of the thoughts involved at least of what is denoted and, perhaps, of what is connoted. Many investigations are being made along this line. It is true, however, that when one group of children, of fifth grade, can read 180 words per minute and can gather the thoughts as well as a group which can read but 100 words per minute, the first group are the better readers.

Professor Thorndike is now conducting a carefully planned investigation to measure the ability of children's reading under the following heads: (1) a pupil's ability to pronounce words and sentences seen; (2) a pupil's ability to understand the meaning of words and sentences seen; (3) a pupil's ability to appreciate and enjoy what we roughly call "good literature;" and, (4) a pupil's ability to read orally, clearly and effectively.

The period, when a child reads to learn, should not all be given to what is termed "good literature" but the inclination of the child to acquire facts should also be gratified. The reading of this period should lead to the later reading and study of history, geography, science, etc., but in both periods, the acquisition of facts and the study of all lines of higher thought, should largely be a matter of the effective teaching of reading. There is too much "just reading" without the teacher having clearly in mind the end to be gained for the pupil, that he will have the desire to read for pleasure, for information, for investigation, and for reflection, and that he have the ability to do all of these effectively. The libraries will be used more for research when this is done. It is true that as the classes progress in the line indicated the varying ability of the pupils will soon be shown. Quality will indicate ability, quantity seldom does.

Almost all of our school reading is at present oral while in later life very little will be oral. Many are the bad habits inculcated by oral reading which would not be gained by silent reading. Oral reading tends to make the child a word caller. Investigation at any time will show that the child who reads so fluently for the teacher does not gather nearly as much content as those of his class mates who are listening. Silent reading should form a much greater portion of his work, and new methods of teaching silent reading must be formulated.

Finally, the reading should always be of interest or intrinsic value and the child should never think of it as a school exercise. The teacher must play a part here in the preparing of the child's mind to receive the particular selection, or create a desire for information or investigation.

Respectfully submitted,

ELMER K. SEXTON,
Assistant City Superintendent

ASSISTANT SUPERINTENDENT SHIRLEY'S REPORT

On Vocational and Industrial Training

Dr. A. B. Poland,
City Superintendent of Schools.

Dear Sir: The aims and purposes of vocational and industrial training are to meet the educational requirements of the different industries. The interest of the people of the United States in this type of education is becoming widespread and is constantly growing.

Newark is a cosmopolitan city with a public school enrollment of seventy thousand. For economic and other reasons many boys and girls are obliged to leave school early and go to work. A large proportion of these go into the industries and the remainder into work not so classed. Practically all of these boys and girls start their life's work with no special training. Many occupations which they enter open up no future.

The attitude of manufacturers and labor organizations, and the lack of accurate and complete data, are important factors of the problem confronting educators, as they take up this question of vocational and industrial training in the schools. It is pleasing to note the increased interest of organized labor in industrial training. Organized labor has never been opposed to industrial education. For years it has maintained in its own ranks, at its own expense, classes designed to offer its members an opportunity to learn the work of their respective trades.

A recent evidence of the willingness of organized labor to co-operate with the public school authorities in this work was clearly shown by the State Federation of Labor at the session recently held in Jersey City, when a resolution was passed providing for the appointment of a special committee to make suggestions as to the content of the courses in vocational and industrial education in public schools.

In an address before the Richmond Convention, Mr. Samuel Gompers, President of the American Federation of Labor, said:

> "Organized labor does not oppose the development of industrial education in the public schools. Industrial education must maintain a fair and proper apportionment of the supply of labor power to the demand for labor power in every line of work. Industrial education should be, in every instance, based upon an accumulation of facts regarding the employments in the community. Upon such a basis the public schools may properly proceed to provide for the particular needs of that community."

A well rounded and complete system of vocational training should include (a) vocational information, (b) vocational guidance, and (c) vocational placement.

VOCATIONAL INFORMATION

A survey should be made in order that the industrial needs of a community may be known. The survey now under way in Minneapolis under the direction of the National Society for the Promotion of Industrial Education includes the following studies:

Study of the Schools

The study of the schools will exhibit the following data: (1) The number of children leaving school each year; (2) nationality, age and schooling condition of those withdrawing; (3) economic condition of those withdrawing: (4) wages, number of jobs, kinds of work and advancement of those withdrawing; (5) causes of retardation; (6) education after leaving school; (7) extent to which trade is organized; (8) means of getting a job; (9) comparative amount of idleness of non-graduate and high school group, etc.

Study of the Industries

The study of the industries will exhibit the following data: (1) Whether there is a content of technical knowledge or skill in any job that cannot be acquired through the routine work, and for which special instruction is needed; (2) if so, what it is; (3) whether it can best be imparted by provisions inside the industry; (4) if not, whether it is worth while to provide for such instruction through outside agencies; (5) if this be true, whether such instruction shall take the form of (a) all day industrial schools, (b) trade schools, (c) part-time industrial classes, (d) evening classes; (6) whether there are any jobs for which it is not desirable either to direct the youth, or to train him at public expense; what number of new workers could be prepared for any job if it has a teachable content without overstocking the market, etc.

Analytical Outline of Industries

An analytical outline of the industries should include such questions as: process, product, condition of employment, wages, importance of the trade, activity, extent to which the trade is organized, entrance age, etc.

VOCATIONAL GUIDANCE

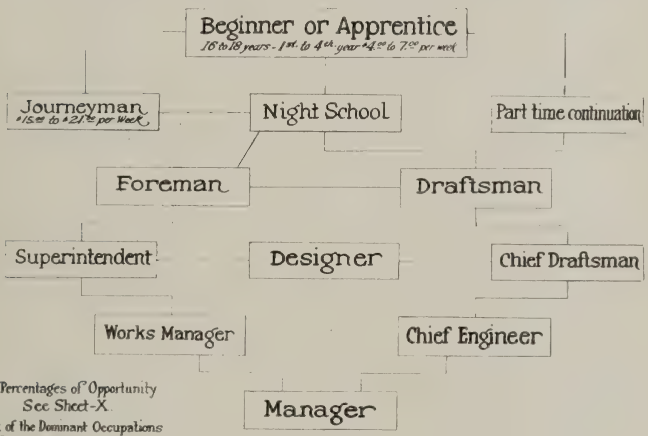
Parents frequently ask "What shall I do with my boy or girl?" There should be an agency or person competent to assist in answering this question. In fact, vocational guidance should be a school activity. Detailed information concerning the various vocations should be available. Pictorial industrial charts like that shown on opposite page should be exhibited in the schools. The person in charge of vocational guidance, or his designated assistants, should confer with pupils and parents regarding desirable vocations, carefully selecting them to meet best the ability and the needs, both physical and mental, of the boy or girl in question. It is possible that in time, when psychologists have solved the problem, measured mentality will play an important part in the question of vocational guidance.

VOCATIONAL PLACEMENT

It is reasonable to assume that vocational guidance without provisions for employment is incomplete. At the Fourth Annual Conference of the National Vocational Guidance Association, stress was placed upon vocational placement as a function of the public schools.

It is, indeed, desirable that an effort be made to establish an employment bureau for the placement of boys and girls when they leave the industrial departments of the Newark schools.

POSSIBILITIES OF THE MACHINE TRADE.



For Percentages of Opportunity
See Sheet-X.
Chart of the Dominant Occupations
of the City of Newark.

PROGRAM FOR VOCATIONAL TRAINING

A scheme of vocational education should provide instruction both for those who desire preparation before entering employment and for those whose advancement depends upon additional training after they have received employment. In carrying out this scheme, three types of schools are required—all day industrial schools, evening schools, and part-time continuation schools. When the new Boys' Industrial School building, now contemplated, is erected, Newark will be well equipped for day industrial and evening schools.

PART TIME CONTINUATION SCHOOLS

Mention has been made of the fact that several thousand boys and girls leave our elementary schools annually before completing the course. The causes back of this withdrawal are:

First—The lack of interest in the schools, and the failure on the part of parents to see sufficient practical good in further schooling.

Second—The lure of wages, combined with the financial needs of the home.

Most of these boys and girls find their way into the industries. Aside from the very few, who, by native ability reach a higher plane, they soon reach their topmost earning capacity unless they have the advantage of a part-time continuation school.

Up to the present time public education in the United States has not generally included the continuation school. Such schools have been organized in certain large industries and have been found profitable for the employer and the employed.

A part-time continuation school to be of benefit to the general public should be one in which the needs and interests of workers in all occupations shall be served; where the hours will be such as to meet the demands of the employer and the employed alike, with elastic and adjustable courses of study; where the shoemaker, printer, and jeweler, whether he be young or old, can be found seeking more knowledge of his craft; where all tradesmen following seasonal activities can seek instruction during periods and seasons of trade idleness. A school of this type should be one that can remain in a state of equilibrium when men and boys leave for full time employment. The instructors should be experienced men respected for their knowledge by those in their own ranks.

If the best results are to be obtained from a system of vocational and industrial training, it will begin with part-time continuation schools. Concerted action on the part of business men, labor organizations, parents, and schools is destined to result in lasting good to the whole community.

INDUSTRIAL SCHOOLS

In designing the building and equipment of an industrial school shop conditions should dominate. The course of study should be sufficiently diversified to meet the needs of the principal local industries. In these schools it might be practicable to make playground and gymnasium apparatus and other useful articles needed in the school system, provided the course of study is flexible enough.

For Boys

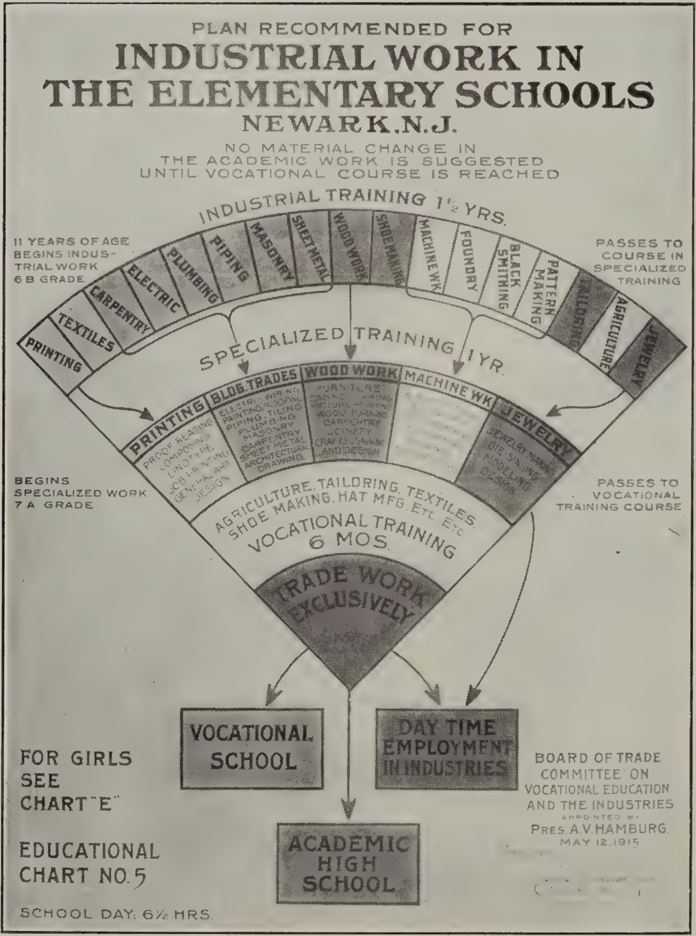
The work of the Boys' Industrial School of the City of Newark is now in the sixth year. Under the leadership of Principal James E. Dougan, the school has been developed to such an extent that a larger school plant is needed. An appropriation has been recently made for the purchase of a site and the erection of a new building for this school.

For Girls

The Girls' Industrial School of Newark, which was opened in September, 1914, has been under the care of Miss Griselda Ellis. Miss Ellis is fully equipped for the work before her, which is really pioneer work in this city.

BOARD OF TRADE

Boards of Trade and Chambers of Commerce in many of our cities have interested themselves in the project of voca-



PLAN RECOMMENDED FOR

INDUSTRIAL WORK IN THE ELEMENTARY SCHOOLS

NEWARK, N.J.

NO MATERIAL CHANGE IN
THE ACADEMIC WORK IS SUGGESTED
UNTIL VOCATIONAL COURSE IS REACHED

INDUSTRIAL TRAINING 1½ YRS.

11 YEARS OF AGE
BEGINS INDUSTRIAL WORK
6 B GRADE

PRINTING
TEXTILES
CARPENTRY
ELECTRIC
PLUMBING
PIPING
MASONRY
SHEET METAL
WOOD WORK
SHOE MAKING
MACHINE WK.
FOUNDRY
BLACK SMITHING
PATTERN MAKING
TAILORING
AGRICULTURE
JEWELRY

PASSES TO
COURSE IN
SPECIALIZED
TRAINING

SPECIALIZED TRAINING 1 YR.

BEGINS
SPECIALIZED WORK
7 A GRADE

PRINTING
PROOF READING
COMPOSING
LINOTYPE
JOB PRINTING
GENERAL ART
DESIGN

BLDG. TRADES
ELECTRIC WIRING
PAINTING, ROOFING
PIPING, TILING
PLUMBING
MASONRY
CARPENTRY
SHEET METAL
ARCHITECTURAL
DRAWING.

WOOD WORK
FURNITURE
CABINET MAKING
PICTURE FRAMING
WOOD TURNING
CARPENTRY
JOINERY
CRAFTS DRAWING
AND DESIGN

MACHINE WK.

JEWELRY
JEWELRY MAKING
DIE SINKING
MODELING
DESIGN

PASSES TO
VOCATIONAL
TRAINING COURSE

AGRICULTURE, TAILORING, TEXTILES,
SHOE MAKING, HAT MFG. ETC. ETC.
VOCATIONAL TRAINING
6 MOS.

TRADE WORK
EXCLUSIVELY

VOCATIONAL SCHOOL

DAY TIME EMPLOYMENT IN INDUSTRIES

ACADEMIC HIGH SCHOOL

FOR GIRLS
SEE
CHART "E"

EDUCATIONAL
CHART NO. 5

SCHOOL DAY: 6½ HRS.

BOARD OF TRADE
COMMITTEE ON
VOCATIONAL EDUCATION
AND THE INDUSTRIES
APPOINTED BY
PRES. A. V. HAMBURG.
MAY 12, 1915

tional and industrial education. The Newark Board of Trade, through its president, Augustus V. Hamburg, is co-operating with the Board of Education. At a regular meeting of the Board of Trade held in May, the following resoluton was adopted:

> Resolved, That the Board of Trade take up the subject of vocational training in our public schools with the object of ascertaining in what manner this study can be made of larger value to the industrial interests of our city.

A special committee, known as "The Committee on Vocational Training and the Industries," was appointed by President Hamburg. This committee consists of Messrs. Don Shepard Gates, Ulrich Eberhardt, Russell M. Everett, Charles P. Taylor and Cephas I. Shirley.

The aims of the committee are:

First—To enlist the interest and co-operation of business men in vocational training.

Second—To supply the industries with trained boys and girls.

Third—To create a better understanding in the public mind of the purpose and work of the industrial schools of the city.

The committee made visits to the East Side Commercial and Manual Training High School, Girls' Industrial School, Central Commercial and Manual Training High School, and the Boys' Industrial School.

The essential points in the first general report of the "Committee on Vocational Training and the Industries" involve three distinct branches of practical education—namely, industrial, specialized and vocational education. The committee recommended that they be defined as follows:

Industrial Education. This term is understood to mean a complete course of study in elementary mechanics which every pupil within its range is required to follow, but in which no particular activity is emphasized.

Specialized Education. That branch of industrial education wherein the student, after having covered the course in industrial education, elects activities pointing toward a vocation.

Vocational Education. That branch of industrial education wherein all industrial activities have been eliminated, with the exception of that in which the student concludes to make his life's work.

As a part of this report of the "Committee on Vocational Training and the Industries," a chart suggesting industrial and vocational courses was submitted and explained by Mr. Charles P. Taylor. A reproduction of this chart is shown on opposite page.

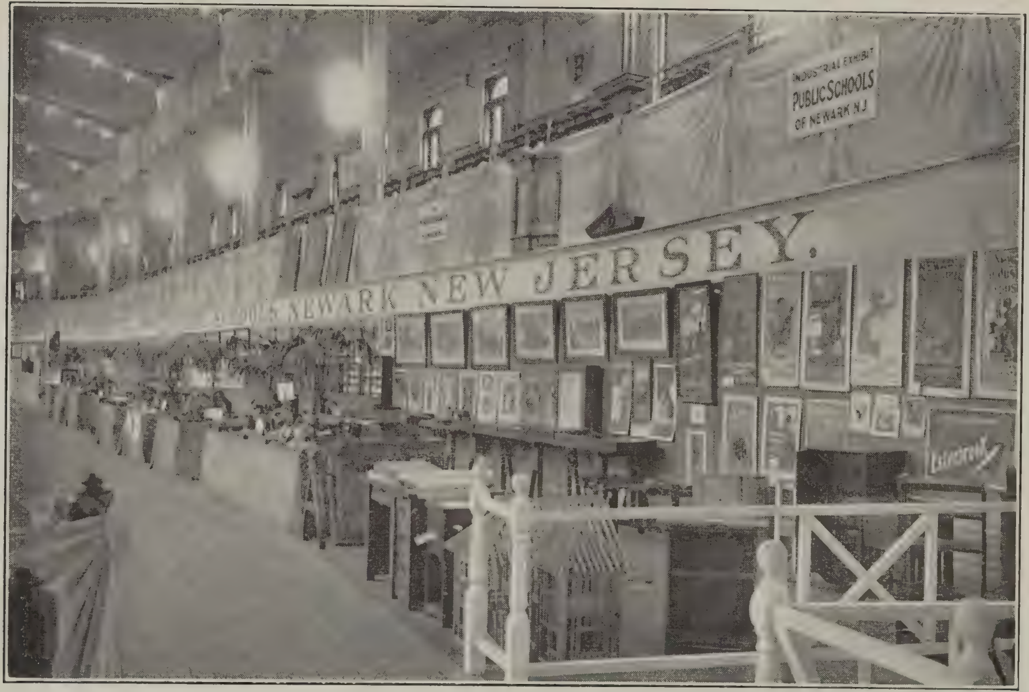
The co-operation of the Board of Trade is further manifested by the interest that body has shown in the Newark Public School Exhibit recently held in Madison Square Garden.

NEWARK PUBLIC SCHOOL INDUSTRIAL EXHIBIT IN MADISON SQUARE GARDEN

In September a conference of the representatives of the first American Industrial Education and Vocational Training Exposition was held in New York City. At the instance of Mr. Augustus V. Hamburg, President of the Board of Trade, the committee above referred to attended this conference for the purpose of discussing the advisability of exhibiting the work of the public schools of the city of Newark. Upon the favorable recommendation of this committee the Board of Education decided to participate in the exposition which was held in Madison Square Garden September 24th to October 2d.

The object of this exposition was to demonstrate the progress of American education, especially all phases of vocational training. Emphasis was laid upon the concrete exposition of the Ettinger Pre-Vocational Plan; the Gary System; the Dean Schneider Co-operative Plan, and other forms of educational projects. School shop equipments, supplies, and accessories were exhibited. Lectures were delivered daily on educational topics and moving pictures were shown.

The exhibit of the Newark schools included framed water color sketches of some of our schools; manual training work of the elementary, high and evening schools, . . . fashion plate and costume design, pattern work, cabinet work, lathes, drill presses and engines, designed and built by students of these schools; vocational work of the Boys' and Girls' industrial schools, including specimens of printing, machine and electric work by the boys, and millinery, dressmaking and special garments by the girls. A picture giving a view of the Newark exhibit is given on opposite page. Many expressions of commendation for the Newark schools were heard among the visitors.



NEWARK'S INDUSTRIAL EXHIBIT AT MADISON SQUARE GARDEN

In conclusion, this report is intended to place before you some of the phases of the work of the Department of Vocational Training. That this brief analysis will assist to some degree in the dissemination of the perplexing problems confronting us, and that it will result in the establishment of a concise policy in this department of educational work, is my earnest hope.

Respectfully submitted,

CEPHAS I. SHIRLEY,

Assistant Superintendent Vocational Training

SUPERVISOR PITKIN'S REPORT

Summer Schools

Dr. A. B. Poland,
City Superintendent of Schools.

Dear Dr. Poland: As Supervisor of Summer Schools, I desire to submit the following report on the summer schools of 1915.

The number of elementary summer schools in operation remained at twenty-nine,—the Ann Street School opened as a new summer school, taking the place of the Carteret School, which was closed on account of building operations.

Mr. Claude L. West, Principal of Newton School, was appointed assistant supervisor of summer schools July 19 and with his valuable assistance much closer supervision was made possible.

Newark is an industrial city and its workers do not go away for long vacations. Probably not five per cent. of the people of Newark take their children out of the city for longer than two weeks during the year. The summer schools or the all year schools must help to look after these children during the 50 weeks of the year, and must give them training which will help to develop them into good citizens as well as fit them for their work in the world. One of the city judges of New York City recently said that the cases of juvenile delinquency increased with great rapidity during the long summer vacation. The training of the school in citizenship and useful living must take the place of the training of the street in crime if we do not wish the criminal element to increase faster in proportion than the population.

The growth of the summer schools for the past two years, as shown by the enrollment figures, has been remarkable. The usual annual increase had been in the neighborhood of one thousand for a number of years. Last year the increase was over five thousand. This year the increase is about four thousand, in spite of the fact that two more schools were organized on the all year plan, and not including the 4,758 pupils enrolled for the summer term in the four all year schools.

Statistics of Enrollment, Attendance, Etc., in Summer Schools, 1915

Enrollment—			
Grammar	8,193		
Primary	12,404		
Kindergarten	2,490		
Total elementary		23,087	
High		1,685	
Total enrollment			24,772
Average enrollment			20,941
Average attendance			19,288
Per cent. of attendance			91.5
Number of pupils promoted			3,688
Number of pupils recommended to skip a grade			1,423

The increase in average attendance of 1914 over 1913 was 42 per cent. and of 1915 over 1914 was 17 per cent. The percentage of attendance has been steadily increasing for the past ten years, reaching 90.8 in 1914, a higher percentage than that of the day schools for the year 1913-1914. The percentage of attendance for 1915 was 91.5. This is a plain indication of the increasing value placed on the summer schools by the parents of the city. Parents not only feel that the children are being taught useful things but that they are being looked after by trained people, that they are being kept out of physical and moral danger, and that they are in every way healthier and happier than when allowed to run the streets. The windows of all rooms are wide open and the air in the school rooms is purer than at any other time of the year. It is a time of the year when there is little contagious disease, the nurses and school doctors are on duty regularly, and the health of the children is carefully looked after. The session is held in the coolest part of the day and on even the few hot days the class rooms are cooler than the streets, and far cooler than the homes in the crowded sections of the city. Even in the less crowded sections of the city summer schools have been demanded and appreciated, as is evidenced by the increased attendance in such schools as Madison and Hawthorne.

A new feature of the report required of head teachers at the close of the summer term of 1914 was a record of the previous public school attendance of the pupils enrolled in summer schools. This data was again asked for in 1915 and is printed in the Superintendent's report. The information there given should be very helpful in determining the location of new summer schools. This report shows that pupils, as a rule, do not go out of their own school district to attend a summer school. For instance, there was no summer school in the Carteret building on account of building operations, and although Ann Street was opened instead, less than 18 per cent. of the pupils enrolled in the Carteret Summer School of 1914 were enrolled this year in nearby schools. This is due, partly, to a fear on the part of parents that the smaller children may be injured in going a greater distance from home, as well as to a feeling on the part of some of the older pupils that they are not wanted in other than their own schools. Then, too, children are quite largely creatures of habit, and to go to a new school is more of an effort for them than to continue in their home school.

In this connection the Abington Avenue School is a case in point. In 1913 I recommended in my report that this school was a desirable center for a summer school. This recommendation has been fully justified by the splendid success attained during the two summers it has been in operation. Becoming at once one of the larger schools, it had an enrollment this summer of over 900 and a teaching force of 26. The classes remained well filled during the term, in fact, nearly every class had a larger attendance the last week than the first. Many of the parents in the district expressed their appreciation of the opening of this school. Previous to 1914 Franklin was the nearest summer school. In fact, comparatively few of the Abington Avenue School pupils enrolled at Franklin School in previous years, and in spite of the opening of Abington Avenue as a summer school, Franklin exhibited a marked increase in enrollment in both 1914 and 1915.

The large increases in attendance above referred to are partly accounted for by the promotion classes, which are more popular than ever. In them 10,598 pupils were enrolled,—nearly one-half of the entire enrollment of the summer school. The great majority of these pupils were in upper grammar grades. This work is not usually successful in the primary department as the pupils are too immature to do the required work in a short term. There are exceptions, however, when classes are picked out before the regular school term closes and well started on the succeeding term's work before the opening of the summer term. A 3A class of this picked type in Cleveland School did exceptionally good work. In several schools this selection of pupils was made in all grades and they were started on the next term's work in June with the idea of entering the summer school and gaining a grade. These picked classes were very successful. Being pupils of more than average ability, and ambitious to advance, their work was splendid and their attendance nearly perfect. One of the best of these classes was a seventh grade in Thirteenth Avenue School. Others were in Cleveland and in Franklin schools.

One of the valid criticisms of our present graded school system has been that the "lock-step" promotion was unfair to the bright pupil and that courses of study were planned for average or mediocre pupils. The summer schools, by a wise use of the promotion classes, can refute that objection. To do this, however, we must have the active sympathy and co-operation of day school principals and class teachers. In every large school, rapid advancement classes can be picked out February 1st, and allowed to do three terms' work in two regular terms and a summer school term. That is, they can do sixty weeks' work in forty-six weeks, without skipping work. In such picked classes from 75 to 90 per cent. may be expected to gain a grade. In classes made up, at the beginning of the summer term, of bright pupils or of pupils who have failed in one or more subjects, the percentage of promotion should be much smaller. I have tried to impress the fact upon both head teachers and promotion class teachers that a high percentage of promotion is not expected or required but that only those pupils should be promoted whose work is of such a character that success is indicated in the succeeding grade. There are certain grades which are largely review and drill grades. The brilliant pupil is the one whose mind grasps a process quickly and less drill is needed before he can safely go on to new processes. The changes in the course of study have reduced these drill and review grades, but on the other hand they have greatly reduced the amount of new material to be presented in a grade.

The best results are obtained where the regular day school teacher can carry her pupils on into the summer school. Unfortunately, the great majority of the grammar grade teachers of Newark do not teach summer school. We are obliged to depend upon younger, lower salaried teachers, and even then a large number of promotion classes must be taught by out-of-town teachers. In spite of their unfamiliarity with our school system and with the course of study, nearly all have done satisfactory work. Great care is taken in the selection of out-of-town teachers for these promotion classes. Their experience, record, and training are looked up, and as far as possible, they are assigned to teach the grade in which they have had the most experience.

Criticism has been made in the past that immature and unprepared pupils were promoted by reason of summer school work and then failed to make good. An inquiry made last February showed that of the pupils promoted at the end of the summer term of 1914 over 80 per cent. were promoted again in January. Inquiries made in five schools regarding the progress of these pupils subsequent to February 1, 1915, showed that practically all were promoted again in June.

The type of teaching seen in the summer schools is largely the drilling, questioning, informational type, rather than the more ideal developmental, thought-compelling type. To a visitor comparing the two, the summer school teachers may seem to be doing poor work. When it is remembered that the time is limited, and that the purpose of the promotion class teacher is not to present everything in the grade course but rather to hit the "high points" and lay a foundation that will enable the pupil to bridge over the work of the grade, it will be understood that little time can be found for development. This criticism does not apply to the rapid advancement classes planned from the beginning of the February-June term.

A record of summer school promotion should be entered on the pupil's salmon and white cards in each school. In this way it would be possibe to follow the record of the individual pupils through their school career and determine the amount of time saved by summer school attendance and the progress of the individual child after summer school promotion.

In order to correlate the work of the summer school more closely with that of the day school a change was made this year in the form of admission card to promotion classes. This card, properly filled out, will guide the head teacher in the proper assignment of pupils. Principals should be directed, however, to fill out these cards for (a) over age pupils; these should be allowed to try for advanced standing even if their record is not excellent: (b) normal age and under age pupils of superior merit: (c) non-promoted pupils: (d) over age foreign pupils. At the end of the term it becomes a record card for the pupil and a guide for the principal in placing the pupil in September. A copy of this card is given below:

SUMMER SCHOOLS ADMISSION CARD, 1915

.... Name of pupil		.... Grade	
.... Date of birth		.... School	
RECORD FOR TERM ENDING JULY 2, 1915		RECORD OF SUMMER SCHOOL WORK—1915	
Subject	Rating	Subject	Rating
....	....	....	....
....	....	....	....
....	....	....	....
....	....	....	....
....	....	....	....
Days absent during term	....	Days absent	....
Is......promoted to Grade	....	Is....recommended for promotion to Grade	....
Is recommended for Summer School— To { repeat grade try for additional promotion			
.... Teacher		.... Teacher	
.... Principal		.... Head Teacher	
.... School		.... Summer School	

An inquiry made during the term showed that of about 65 per cent. of the pupils in promotion classes whose age record was obtained, over 60 per cent were over age from one-half to three years. This is a significant fact as it shows that these classes are helping those most in the need of such help.

In a few schools there were 8A pupils who had failed of graduation. In some cases these pupils made up their failure and were granted diplomas by their day school principals. I recommend that whenever such pupils make up failures and pass the high school entrance examination, the principal of the day school be directed to issue to them grammar school diplomas.

The work in the manual training or regular classes has been very satisfactory. These classes are organized with a larger enrollment than the promotion classes and in the advanced classes made up of sixth, seventh, and eighth grade pupils some teachers had enrolled from fifty to sixty pupils. This was possible because of the fact that the boys were out of the room three ninety-minute periods per week for shop work and the girls were out two periods during each week for sewing and two periods for cooking. Venetian iron work was discarded from the course this year. It had become out of date. It was practically impossible to get up attractive models and practical basketry and shop work have far greater pedagogical value. The basketry work in several schools was particularly attractive. The reed which is used in the work is nearly all manufactured in Germany and it was impossible to obtain it. A fairly satisfactory paper reed substitute was found and the work has been carried on as usual.

The opening of the Boys' Industrial School as an all year school cut out our special manual training classes in drawing and advanced shop work. The brass shop was continued at Bergen Street and the class was well filled. There were six centers for the teaching of the making of tooled leather. This work is very attractive and grows in popularity. I recommend the opening of an additional center at South Eighth Street School.

In order to give the advanced classes shop work in place of the Venetian iron work it was necessary to open additional shops and in only a few cases was it necessary for classes to leave their own schools for shop work.

The opening of several additional shops made it necessary to appoint a shop supervisor. Mr. John J. Hatch, shop supervisor in the day schools, was given this position and took charge of that phase of the manual work. This gave Mrs. Zehlein increased time for the supervision of the primary work and the character of the work in both divisions was greatly improved.

The popularity of the shop work and also of the cooking would seem to indicate that more of each should be put in the day school curriculum.

Nearly two thousand girls were in the sewing classes and the work under the careful supervision of Miss Bowlby and Miss Garrabrant was highly successful. Embroidered blouses were made by several large classes. Lace-making, tatting, and embroidering was done by some classes and knitting and crocheting occupied others. The work requires special preparation before the opening of school and this fact should be recognized in the salary schedule.

Teachers who have double grades in the day schools have been known to object to teaching both grades of sewing. They should see some of the teachers of sewing in the summer schools who handle skilfully large classes doing as many as six varieties of work at one time. Miss Sarson, of Hawthorne School, and Miss Squires, of Fourteenth Avenue School, deserve special mention for the variety and high quality of work done in their classes.

In previous years tardiness has been a serious problem in the summer schools. A great effort has been made during the past term to reduce this, and in many of the schools it has been practically eliminated. Opening exercises, beginning work promptly, putting the most interesting work at the beginning of the session, and honor rolls, have been some of the means of reducing the tardiness.

In Newton Summer School a branch library was opened and the circulation has been about one hundred books per day. In addition the room has been used as a reading room in the afternoon and the summer school pupils have been given one period per week to select books.

An interesting feature of the summer schools has been the excursions taken. Children have been taken to parks, the Newark Museum, to the Court House to see the mural paintings, and to other places of interest. These excursions have been definitely planned for and they cannot help having had a value in teaching pupils to know their city better. On their way to and from the objective points, factories were pointed out and later lists were prepared of manufactures of Newark carried on near the school.

The work of the summer high schools has been especially successful. In 1914, only students of the first two years were enrolled. In 1915 classes were formed in all subjects in which the required number enrolled. The standard class in the first and second year work ranged from twenty to thirty-five and in the third and fourth year classes the numbers were from twelve to twenty-five. The plan has been to divide the session into three-hour periods, the first and third periods being given to advanced work and the middle period to review work. This plan has given a student sixty hours for an advanced subject and thirty hours for a review subject. In 1914, abount nine hundred pupils were in attendance. In 1915, the numbers doubled and the work improved. Many teachers reported that their classes in advanced subjects completed more work than the classes do regularly in twenty weeks. Pupils are allowed to take one advanced and one review subject or one of either. The earnestness of the summer high school work is shown by the excellent attendance, many classes not losing a single student during the term.

The summer high schools were inspected by Assistant Commissioner Meredith, of the State Department of Education, and received his approval. The work done by the students will receive the same credit as if done in the regular term.

One serious drawback to the high school work was the fact that it was necessary to employ so many teachers from out of town. While many of these did excellent work they were unfamiliar with the Newark course of study and some time was lost. The salary schedule must be made more liberal in order to attract more of the local teachers.

In the Central High School the work in the woodworking shop was most excellent. The work was largely individual, pupils being engaged in advanced shop work, wood-turning, and patternmaking. The teacher, Mr. Wardell, is not only a good teacher but an excellent workman and a practical mechanic.

Mr. Webb and Mr. Herzberg, heads of departments in the Central High School, have been kind enough to outline the work of this department for the summer session and have also assisted in preparing the examinations. This has helped to keep the summer work on the same plane as the regular term's work.

It has been somewhat difficult to make a sufficiently flexible schedule with a three-hour session. A four-hour session would overcome this difficulty. It would enable pupils to take two review or two advanced subjects and it would comply with the state requirement for a full day in counting attendance. The Summer High Schools in Detroit, Cleveland and Los Angeles are in session four or more hours and the longer session has not lessened their popularity and has increased their efficiency.

Exhibits of work were held in many of the schools and several thousand parents visited the class rooms.

Of the more than 900 pupils attending the South Market Street School at the close of the school year, 225 were enrolled in summer schools. This is a district whose population would seem to be one that would appreciate the value of a summer school.

The Miller Street and Elizabeth Avenue districts sent few pupils to summer school and those chiefly in promotion classes. The distances here were so great as to make it possible for only the larger pupils to attend.

I would, therefore, recommend that summer schools be opened in South Market Street School, Eliot School, West Side School, and in Miller Street School next year.

The supplies were sent to the schools promptly and I wish to thank Mr. Gaiser and his assistants in the supply department for this very important part in making the summer schools a success.

This report is respectfully submitted.

Yours very truly,

EDGAR S. PITKIN,
Supervisor of Summer Schools

SUPERVISOR TAYLOR'S REPORT

Evening Schools

Dr. A. B. Poland,

City Superintendent of Schools.

Dear Sir: I beg to submit herewith a special report on the evening schools as requested by you. The evening schools reach a greater variety of Newark's population than any other department of the school system. They appeal to all ages from fourteen years upward; they offer instruction and training to the wage-earner, to the student, to the housewife—actual or prospective, to the foreigner, to those in preparation for the higher schools leading to the professions, to those seeking government positions under civil service, and to those wishing physical training and recreation. The full benefits accruing to pupils of such diverse aims cannot be tabulated.

The gain in attendance was normal. The "English" classes of the elementary schools are still affected adversely by the conditions of the present school law which relieves boys and girls of little more than primary education of attending evening school. The loss in enrollment for the term of 1913-1914, due to this cause, was over 1,200. But making allowance for the re-establishment of these classes on the basis of strictly voluntary attendance, the gain of last term was satisfactory. In the foreign classes there was a slight falling off in enrollment resulting from the restriction of immigration that was due to the war; there was, however, a gain in average attendance. The six high schools with an enrollment of over 7,000 show a steady gain in spite of the closing of the Hamburg Place High School classes.

The most prominent feature in the elementary schools was the extension of a definite manual training course. The shops were used in seven schools and were the means of drawing many boys who find little charm in book subjects. At first there was some difficulty in arousing interest in mechanical drawing but through tact and talks on the practical relation of drawing to handicraft work most of the instructors developed a satisfactory working plan for the co-ordination of the two subjects. Aside from the direct value derived from such a course of training, a more vague but very real value results in helping the boys to "find themselves" in relation to their ultimate vocations. Many cases developed to show that the pupils had a natural trend for handicraft trades. There were also some cases in which it was proved that the boys were pointed in the wrong direction and that success for them lay in some vocation not dependent on manual skill. The success of these classes was sufficient to warrant the extension of this kind of training to all the elementary schools in which there is a demand for it.

There were ten study classes in operation in seven different schools. Their chief function is to teach backward pupils how to study and to prevent their retardation in day classes. Of the 573 pupils enrolled 424 were promoted in January. Of these 329 had been reported by their day teachers as being in danger of failure. In March over 90 per cent. were reported to be doing well in their day work.

The foreign classes have never before been so efficiently taught. The special emphasis placed on conversational practice necessitates careful preparation by the teacher. Instruction in civics implies study of social and government conditions, and the aid given to the pupils in preparation for their citizenship papers requires more than the perfunctory work of class teaching. All this work, which requires time and thought aside from routine instruction, is done well by the teachers and it is done cheerfully. It is this spirit of cordial co-operation between teacher and pupil that forms no little of the success of the foreign classes. Many of the teachers encourage their pupils to draw books from the Free Public Library or its branches for out-of-school reading. In one evening, 120 pupils of the foreign classes at Newton School took out membership cards at the Hayes Street Branch Library. The distribution of application blanks for first citizenship papers has been continued and through the courtesy of the County Clerk, as in the two preceding years, evening office hours were held in the naturalization department for the convenience of first paper candidates. Last term 638 applications were filled out with the help of the teachers.

I have placed considerable emphasis in previous reports on the very valuable work that has been done toward citizenship encouragement and preparation in the classes for foreigners. In this connection it is gratifying to note that this work has attracted attention in other cities. Letters of inquiry coming from as far as the Pacific coast have been received asking about our plans, methods and results in the instruction of foreigners.

The most flattering comment is to be found in a recent bulletin of the Naturalization Bureau at Washington:

> "The course in civics for the evening foreign classes of Newark, which has been adopted by the Board of Education of that city, is regarded by the United States Bureau of Naturalization as the most complete and practical yet submitted and one calculated to encourage and assist to the utmost the alien in his effort to qualify for citizenship."

In a broad sense of the term, the work of the various high school departments is mainly vocational; that is to say, the subjects pursued have a direct bearing on the immediate or prospective occupations of the pupils. There is but a small percentage who attend with a purely cultural purpose. There is a growing recognition, on the part of the wage-earners of this city, of the practical value of the training open to them in the evening high schools. In the shops, in the drafting rooms, in the bookkeeping and stenography classes, the training is given with proper reference to actual business conditions. In a large degree the instruction is fitted to the needs of the individual pupils in their daily work.

It is in the vocational phase of the evening schools that the most marked progress is to be looked for. Both in the extension of the field of training for gainful occupations. and in the guidance of the pupils toward the vocation for which they are the best adapted, the evening school can perform a mission of the highest value to the community. The present school buildings have but limited equipment compared with the probable wide demand for varied shop training in the near future. It is hardly to be expected that the day school shops can be adapted to the needs of many trades and it will be worth while to profit by the experience of those countries in Europe that have made the greatest progress in vocational training; that is, to secure the use of shops and factories for evening classes. This means, in substance, the carrying of the school into the workshop instead of inviting the shop to the school. It implies also a spirit of co-operation between the schools and the manufacturers. It is here that Mr. Shirley, with his wide experience, can do a service of far-reaching importance.

The ready appreciation that the wide-awake artisan feels for an opportunity to advance in his trade is shown in the success of the plumbing class at the East Side High School. The pupils were all apprentices and the teacher a plumber, who proved his ability to conduct such a class. The number of applicants exceeded the shop accommodations and the attendance was maintained to the end of the term. There is no doubt that similar advantages offered to other trades would meet a like response.

The re-establishment of the Regents' classes as a separate department after a two years' trial of combination with other classes has proved successful. There was an enrollment of 116. Most of the students have credits for work done in day high school and are preparing for examinations to gain the extra counts needed for admission to the higher professional schools. The value of these classes is seen in the fact that they are to many the only means of admission to professional life.

The relationship of evening high school work and day high school credits is becoming a matter of some importance. The majority of the pupils in the advanced evening classes are pursuing the so-called practical courses with little thought of a diploma. But there seems to be a growing demand for instruction that will have a direct bearing on the attainment of the day high school diploma. These pupils are of two general classes—those of partial high school education who wish to complete the credits necessary for the diploma, either for sentimental reasons or to gain admission to the higher schools and colleges; and day school pupils who are able to carry more than the set work and wish to shorten their course through evening study. Both classes of students are above the average in ability and in ambition and seem "to have a case." The situation has been placed before the State Department of Education and awaits its action. In case that department will recognize the results of evening school study by allowing day credits, it will be possible to meet at least the immediate demands by establishing classes in one high school in which the curriculum pursued shall be that of the day high school.

The following recommendations for next term have received the favorable action of the Committee on Instruction:

1. That classes in lip-reading for adults be formed in the Girls' Industrial School building. The training is to be for the semi-deaf, especially those whose progressive deafness is threatening their means of livelihood. To persons thus afflicted such a course will be of inestimable value.

2. That the course in cooking be modified by the establishment of a one-year course in which the elementary instruction of the regular classes will be omitted. This modification is planned to meet the needs of women of some experience in cooking, to whom the detailed explanations for novices which are given in the set course do not appeal.

3. That study rooms be opened at the Franklin and Morton Street Schools for day high school students. It has become evident that backwardness in school work, in many cases, is due to home conditions that are adverse to study. The results obtained with such pupils in the elementary study classes suggest the offering of a similar opportunity to high school pupils. There will be this difference, however: the high school study rooms will have no teacher in charge. They will provide merely a chance for study under quiet conditions. Moreover, it will be an interesting experiment in student self-government. Its success will depend on the students themselves.

4. That the minimum limit for the closing or consolidation of high school classes be raised from 10 to 12. This is in accord with a reasonable business economy and may be applied without detriment to the efficiency of the schools.

5. That pupils at registration at the high schools be required to present some evidence of their previous schooling. In the past too many immature pupils have been received on the strength of their unsupported statements, and in consequence have attempted work for which they were unfitted. For the sake of a reasonable flexibility in the application of this rule, principals will be allowed some option in the case of older applicants who cannot give the desired evidence but who are apparently capable of pursuing high school work.

6. That the Hamburg Place building be open to the public on Wednesday evenings as a social center. This will be a trial of a new policy in the extension of the evening use of schools. The outcome will indicate whether it is worth while to extend the plan to other schools. Mr. Warden will have the experiment under his direct charge and its success seems assured if interest and energy can accomplish it.

Respectfully submitted,

A. V. TAYLOR,

Supervisor of Evening Schools

DIRECTOR WARDEN'S REPORT

Physical Training

Dr. A. B. Poland,

City Superintendent of Schools.

Dear Sir: The report herewith submitted begins the second decade of organized physical education for the school children of Newark. The first decade physical education was introduced and grew up in the class rooms under the direction of first one, and afterwards two, special supervisors. Slowly gymnasiums were constructed and equipped so that a more vigorous form of gymnastics could be taught in the upper grades. Sports and athletics were introduced and unfortunately have not been made a compulsory part of school training and have been practised only as a voluntary pastime. The second decade finds us operating a department of forty instructors and thirty-two gymnasiums.

Within the last few years much has been made of posture by the Posture League of America, and Newark's department of physical education was among the first to take up this valuable means of bettering posture among public school children. Three years ago the monthly triple posture test was made compulsory for all pupils above the second grade. Results show that the percentage of good posture has developed from a mark of 58 per cent. in the first year to 79.7 per cent. last June. A table showing a comparison of the totals of faulty posture found in 1914 as compared with the figures for 1915 is given below:

Totals of Faulty Posture

Faulty Posture	1914	1915
Head held low	5,000	3,696
Head held sideways	1,804	1,885
Neck tilted	2,224	1,929
Round shoulders	6,718	6,445
Right shoulder high	2,269	1,811
Left shoulder high	2,664	2,549
Hollow shoulders	1,841	1,769
Chest flat	2,525	2,730
Abdomen protruding	3,091	2,718
Hollow back	1,861	1,997
Round back	687	594
Thrust forward (hips)	1,568	1,148
Right hip high	338	248
Left hip high	190	192
Right hip large	62	51
Left hip large	20	20
	32,862	29,782

The triple physical efficiency test recommended and illustrated in my report of a year ago was introduced during the past year. This is the first test of its kind to be introduced in the public schools in this country. Every boy above nine years of age in forty-three of the public schools of Newark was given this test during May and June. Of the 11,583 boys examined 5,427, or 47 per cent. only, were able to get a mark of 70 per cent. or above. These boys were given certificates furnished by the Board of Education, bearing the red (70-80 per cent.), blue (80-90 per cent.), or gold (90-100 per cent.) seals of the Public School Athletic Association.

The advantages of this efficiency test over the old-fashioned standard badge test are many. First, the pupils take the test at their school under the supervision of the physical training department. Every pupil is included. Second, a percentage record of each pupil in three athletic events is obtained. Third, a class room record by grade is secured from which may be seen the advancement made from year to year. Fourth, these percentages may be used as marks and may be placed on the report cards. Fifth, the certificate is less expensive, yet more valuable to the individual than the old-fashioned badge or button.

The Newark Public School Athletic Association has carried on athletics and sports for twelve years and publishes annually a handbook of its activities. Two annual athletic meets—one for boys and one for girls—are held, and many of the most prominent men in the city donate trophies for the various events. The association has developed some of the most remarkable innovations in the history of public school athletics. It conducts leagues of baseball, basketball, and soccer football. Last year there were twenty-four teams in basketball, twenty-one teams in soccer football, and forty-six teams in baseball.

The association has the confidence of the Board of Education, which co-operates by lending its assistance in the development of athletics. What is needed now is a ruling by the Board of Education making a certain amount of athletic training compulsory in both high and elementary schools. Especially a ruling should be made that would change the competitive and professional tendencies of our athletic training at the present time.

In the development of physical power I do not believe we sufficiently recognize the practical educational value of sport and athletics. The British nation has attested this truth in the famous words of Wellington that "the battle of Waterloo was won upon the playfields of Harrow and Eton." Why do we not profit by a lesson so evident and make our American sports and athletics compulsory and universal among all the older pupils, rather than train the few who give promise of championship calibre?

The city must have larger playgrounds, and athletic fields in every section. The curriculum must be revised so that every boy and girl will have compulsory training on these athletic fields. Our one athletic field has grown greatly in popularity during the past year. Already the demand for diamonds, football fields, and tennis courts exceeds the supply. From the spectator's standpoint also the field is entirely inadequate, and no great hope of having crowds attend the games can be realized until a grandstand is built which will furnish shade and comfort.

The gymnasiums are open to the playground pupils in the summer, and during the evening school term instruction in physical training is given to those citizens who care to take advantage of the opportunity. Sixteen of the twenty-two evening schools to be operated in Newark during 1915-1916 will have courses in physical education carried on under a supervisor, with teachers in charge of each gymnasium. The teachers are mainly selected from the day corps of physical training teachers. Each gymnasium has two instructors in charge, with a pianist to furnish the music for dancing, drills, etc. Men teachers are in charge of the men's and boys' classes, while women teachers are in charge of the girls' classes.

These night school gymnasiums are not run on the basis of recreation centers, but are organized for regular gymnastic training. Pupils entering a class must stay until the session is over. Any boy or girl over fourteen years of age and any adult may register with the evening school principals for this work. Last year more than four thousand were so registered. The program consists of ten or twelve minutes of marching, tactics, preliminary dance steps, etc., followed by fifteen or twenty minutes of freehand or light apparatus drills; then twenty or twenty-five minutes devoted to dance steps, aesthetic movements, athletic or mimetic exercises, followed by work on heavy apparatus, parallel bars, horses, bucks, ropes and poles, etc. After a short intermission the class begins aesthetic dancing in the case of girls, and athletic work—tumbling, jumping, etc.—in the case of boys. The period (7:30 to 9:30 p. m.) closes with "couple" society dancing or games.

Respectfully submitted,

RANDALL D. WARDEN,
Director of Physical Training

Board of Examiners

The following is a summary of the examinations held and certificates granted by the Board of Examiners from July 1, 1914, to July 1, 1915:

WRITTEN EXAMINATIONS HELD

September 2d and 3d—For promotion, substitutes' and principals' certificates.

October 17th—For the following high school certificates: librarian, music.

December 5th—For the following high school certificates: biology, German. Also for elementary manual training certificates.

December 28th—For athletic directors' and grade certificates (grade examination for all applicants having had less than two years' experience in teaching).

December 28th and 29th—For promotion, substitutes' and principals' certificates.

April 10th—For the following high school certificates: English, history, Latin, mathematics.

April 17th—For the following high school certificates: commercial, music, stenography and typewriting.

May 22d—For elementary manual training and grade certificates (grade examination for all applicants having had less than two years' experience in teaching).

May 26th—For elementary physical training certificate.

May 27th—For high school physical training certificate.

In addition to the conducting of written examinations, the Board of Examiners held sixty-two (62) meetings for the purpose of conducting oral examinations of candidates, consideration of text books, and the transaction of general business.

NUMBER THAT APPEARED FOR WRITTEN EXAMINATIONS FOR EACH KIND OF CERTIFICATES

	Males	Females	Total
September 2d and 3d—			
Promotion	..	5	5
Substitute	..	1	1
Principal	3	..	3
October 17th—			
H. S. librarian	..	14	14
H. S. music	9	11	20
December 5th—			
H. S. biology	8	14	22
H. S. German	12	15	27
Manual training	16	..	16
December 28th—			
Athletic director	11	..	11
Grade	7	94	101
December 28th and 29th—			
Promotion	..	8	8
Substitute	..	1	1
Principal	5	..	5
April 10th—			
H. S. English	24	31	55
" history	28	17	45
" Latin	24	19	43
" mathematics	40	15	55
April 17th—			
H. S. commercial	29	5	34
" music	3	10	13
" stenography and typewriting	17	6	23
May 22d—			
Manual training	15	..	15
Grade	7	122	129
May 26th—			
Physical training	1	..	1
May 27th—			
H. S. Physical training	..	3	3
Total	259	391	650

The following table will show the number of applications acted upon as to their eligibility for examination for the various kinds of certificates:

	Eligible	Not eligible	Total
Principal	7	1	8
Grade	345	50	395
Kindergarten	48	11	59
Special—Deaf	2	..	2
" Defective	4	..	4
Physical training	21	2	23
Manual training	35	13	48
Vocational	4	..	4
Substitute	16	..	16
Athletic director	17	13	30
Playground assistant	118	..	118
Evening school	46	1	47
H. S. biology	32	6	38

" commercial	31	8	39
" English	57	10	67
" German	35	8	43
" history	48	10	58
" laboratory assistant	2	..	2
" Latin	52	4	56
" librarian	19	2	21
" mathematics	67	18	85
" music	33	19	52
" physical training	75	2	77
" stenography and typewriting	22	16	38
Total	1,136	194	1,330

NUMBER GIVEN ORAL EXAMINATIONS AND CERTIFICATES GRANTED

		Granted			
Certificates	No. Exam.	By Exam.	By Ind.	Denied	Laid Over
Principal	5	..	..	4	1
Grammar vice principal	2	..	2	..	..
Grammar first assistant	32	5	16	..	11
Primary vice principal	6	..	5	..	1
Primary head assistant	12	1	2	..	9
Grade	201	113	40	31	17
Kindergarten	30	..	23	6	1
Special—Deaf	2	..	2	..	..
Special—Defective	4	..	4	..	..
Physical training	18	..	5	13	..
Manual training	14	7	..	7	..
Vocational	4	..	4	..	..
Substitute	16	1	15	..	..
Athletic director	6	2	..	4	..
Playground assistant	118	..	94	24	..
Evening school	46	..	40	6	..
H. S. biology	8	8	..	..	..
" commercial	6	2	..	3	1
" English	15	9	..	5	1
" German	9	4	..	4	1
" history	19	12	..	4	3
" laboratory assistant	2	..	2	..	..
" Latin	16	12	..	3	1
" librarian	7	4	..	3	..
" mathematics	17	12	..	4	1
" music	8	2	..	3	3
" physical training	57	..	5	51	1
" stenography and typewr'ing	7	2	..	5	..
	687	196	259	180	52

CERTIFICATES RENEWED

Following is the number of certificates of various kinds that were renewed during the year:

Grade	5
Evening school	1
Special drawing	59
H. S. commercial	1
H. S. history	1
Total	67

TEXT BOOKS AND SUPPLIES

Five entire meetings and parts of seven others were devoted to the careful consideration of additions to and eliminations from the approved list of text-books and supplies.

The following is a summary of the requests for additions:

Text Books—	
High School—Recommended by principals	68
High School—Recommended by publishers	39
Elementary—Recommended by principals	65
Elementary—Recommended by publishers	129
Evening School—Recommended by publishers	3
Total text books	304
Maps, Globes, Charts, etc	31
Supplies—	
General	109
Library	82
Total supplies	191

The following is a summary of the additions to the approved list recommended by the Board of Examiners.

Text books—
4 elementary, for pupils' use (primary grades)
3 “ “ “ “ (grammar grades)
2 “ “ “ “ (miscellaneous)
3 “ “ teachers' use
10 high school, for pupils' use
1 “ “ teachers' use

Supplies—
15 items (general)
41 “ (library)
1,000 Travel Study Lantern Slides

The following is a summary of the eliminations from the approved list recommended by the Board of Examiners:

- Text books—
  - 4 elementary, for pupils' use (primary grades)
  - 1 " " " " (grammar grades)
  - 2 " " " " (miscellaneous)
  - 2 high school, " " "
- Supplies—
  - 13 items (general)

As requested by the Committee on Instruction and Educational Supplies, the Board of Examiners also considered 737 titles of the various English Classics, recommending for retention 50; 388 titles of the French Texts and Classics, recommending for retention 36; and 432 titles of the German Texts and Classics, recommending for retention 32.

In addition to the foregoing, lists of books for the libraries of the Central, East Side, and South Side high schools were considered and their purchase recommended.

STATISTICS

City Superintendent's Report

GENERAL STATISTICS

Population of City (State census 1915)	366,721
Number of separate school buildings	67

SCHOOLS AND TEACHERS

Day Schools		Number of schools (or classes)	Number of teachers employed
High		4	200
Elementary—grammar, primary and kindergarten		55	1,425
Boys' Industrial		1	9
Girls' Industrial		1	7
Special	Ungraded	3	7
	Defective (classes)	19	19
	Deaf (classes)	7	8
	Open air (classes)	4	4
	Blind	1	2
	Tubercular	1	2
	Crippled (class)	1	1
Assistant superintendents, 4; supervisors, 15; manual training teachers, 27; physical training teachers, 19; cooking teachers, 7; special teachers, 4; clerks to principals, 50; making a total of			126
Total day school teachers			1,810
Evening Schools			
Industrial		2	37
High		6	166
Gymnasiums		2	5
Elementary		16	205
Supervisors, 7; special teachers, 21*			28
Total evening school teachers			441

*Includes lecturer for Municipal Government course.

Summer Schools	31	774
Playgrounds	21	168
All Year Schools	4	132

ENROLLMENT, ATTENDANCE, ETC.

TOTAL ENROLLMENT ALL SCHOOLS

	Males	Females	Total
Day schools	35,671	34,323	69,994
Evening schools	10,774	7,081	17,855
Summer schools	12,566	12,206	24,772
Summer playgrounds	5,933	6,259	12,192
All year schools	....	....	4,758

DAY SCHOOLS

Total enrollment in day schools		69,994
Average enrollment in day schools		61,083
Average attendance in day schools		56,334
Per cent of attendance		92.2
Number of days schools were actually in session, 1914-1915		192
Total number of days present—		
Males	5,591,487½	
Females	5,356,081	
All pupils		10,947,568½
Total number of days absent—		
Males	454,099	
Females	467,023½	
All pupils		921,122½
Average number of days present—all pupils		156.4
Average number of days absent—all pupils—		13.1
Number of pupils who have neither been absent nor tardy during year		2,046
Number of sessions truant		9,675
Total number of cases of tardiness		44,884
Average number of cases of tardiness per session		114
Average number of cases of tardiness per session per class		.08049

Total attendance allowed by State—

Day schools	10,947,612½	
Evening schools	313,115½	
Summer schools	270,549	
Quarantine	22,266	
Allowance	598	
Total allowance		11,554,141

HIGH SCHOOLS

*Total Enrollment

	Males	Females	Total
1908	990	1,136	2,126
1909	1,119	1,260	2,379
1910	1,220	1,434	2,654
1911	1,386	1,520	2,906
1912	1,585	1,683	3,269
1913	1,889	2,021	3,910
1914	2,308	2,271	4,579
1915	2,832	2,609	5,441

* Includes pupils admitted from grammar and all year schools during the year.

Average Enrollment, etc.

	Average enrollment	Average attendance	Per cent. of attendance
1908	1,602	1,521	94.9
1909	1,814	1,726	95.1
1910	2,087	1,954	93.6
1911	2,202	2,062	93.6
1912	2,514	2,358	93.8
1913	3,053	2,832	92.8
1914	3,473	3,245	93.4
1915	4,291	4,035	94.0

Distribution by Grades, 1914-1915

Grade	Males	Females	Total	Increase over 1914	Per cent. of total enrollment
First year	1,576	1,399	2,975	644	55.
Second year	602	585	1,187	309	22.
Third year	352	327	679	*128	12.
Fourth year	302	298	600	37	11.
Total	2,832	2,609	5,441	862	100.

* Decrease.

Number of Graduates

Year	Classical course	Commercial course	General course	Technical course	Total	Per cent. of total enrollment graduated
1908......	51	20	75	8	154	7.2
1909......	90	20	79	1	190	7.9
1910......	72	29	77	3	181	6.8
1911......	87	1	121	7	216	7.4
1912......	121	20	118	4	263	8.0
1913......	110	17	174	12	313	8.0
1914......	112	30	202	20	364	7.9
1915......	121	39	239	28	427	7.8

ELEMENTARY SCHOOLS

Including special schools and classes

Enrollment

	Boys	Girls	Total
Boys' Industrial	181	91	272
Grammar and Primary...........	27,719	27,023	54,742
Kindergarten	5,104	4,915	10,019
Ungraded	102	....	102
Defective	76	67	143
Deaf	38	31	69
Blind	8	6	14
Open Air	48	42	90
Tubercular	28	25	53
Crippled	23	17	40

Average Number of Pupils per Class and Kindergarten Statistics

SCHOOL	Grammar and Primary				Kindergarten			
	No. of classes	Average enrollment	Average attendance	Pupils per class	No. of teachers	Enrollment	Average Enrollment	Average attendance
Abington Avenue	25	1,018	981	41	3	216	146	133
Alexander Street	19	815	765	43	2	127	82	60
Ann Street	27	1,069	998	40	2	212	124	106
Avon Avenue	33	1,335	1,249	40	3	146	150	135
Belmont Avenue	40	1,513	1,395	38	5	442	222	184
Bergen Street	36	1,445	1,357	40	3	196	129	105
Berkeley	18	697	640	39	2	131	84	66
Blum Street	2	81	76	41	....	....	......	.....
Bruce Street	15	621	573	41	2	150	97	78
Burnet Street	30	1,176	1,069	39	2	197	122	91
Camden Street	24	970	911	40	4	284	196	168
Carteret	17	825	775	49	2	168	107	96
Central Avenue	26	1,100	1,028	42	2	124	89	75
Charlton Street	34	1,324	1,236	39	6	428	284	241
Chestnut Street	19	708	645	37	1	111	63	47
Cleveland	40	1,596	1,497	40	3	280	180	159
Dayton	2	63	57	32	....	....	......	......
Eighteenth Avenue	28	1,131	1,054	44	2	211	142	112
Eliot	19	755	699	40	2	160	98	74
Elizabeth Avenue	4	155	146	39	1	102	57	53
Fifteenth Avenue	27	1,090	1,005	40	3	228	144	118
Fourteenth Avenue	25	1,095	1,021	44	2	150	51	41
Franklin	32	1,406	1,347	44	4	306	214	196
Garfield	22	877	808	40	2	156	100	82
Hamburg Place	32	1,381	1,283	43	3	272	178	154
Hawkins Street	14	561	526	41	2	147	85	79
Hawthorne	28	1,063	973	38	2	134	70	54
Lafayette	44	1,335	1,211	30	4	316	197	166
Lawrence Street	8	299	283	38	2	109	73	65
Lincoln	12	503	461	42	1	98	60	45
Madison	33	1,340	1,237	41	2	152	96	71
Market Street	6	209	195	35	....	....	......	.....
Miller Street	29	1,178	1,098	41	2	122	76	60
Monmouth Street	23	956	879	42	4	273	171	144
Montgomery	21	845	778	40	3	208	151	122
Morton Street	36	1,450	1,359	40	4	293	203	176
Newton	39	1,504	1,397	39	4	305	218	192
Ridge	12	494	449	41	1	75	45	38
Robert Treat	37	1,430	1,326	38	3	270	172	148
Roseville Avenue	10	400	364	40	1	111	63	50
Seventh Avenue	41	1,465	1,376	36	7	566	311	274
South Street	18	769	719	43	2	200	111	88
South Eighth Street	30	1,162	1,089	39	2	170	109	88
South Market Street	20	826	771	41	2	162	103	87
South Tenth Street	24	955	900	40	2	172	114	98
State Street	3	105	100	35	....	....	......	......

SCHOOL	Grammar and Primary				Kindergarten			
	No. of classes	Average enrollment	Average attendance	Pupils per class	No. of teachers	Enrollment	Average Enrollment	Average attendance
Summer Avenue	15	633	588	42	1	79	42	33
Summer Place	6	252	227	42	1	68	39	29
Sussex Avenue	20	865	801	43	2	157	103	69
Walnut Street	7	306	286	44	1	69	49	43
Warren Street	17	675	643	40	3	214	147	133
Washington Street	19	716	674	38	2	119	65	53
Waverly Avenue	17	685	644	40	2	141	92	72
Webster	24	981	923	41	3	245	149	134
West Side	35	1,378	1,294	39	3	247	167	135
All Schools	1,244	49,586	46,266	40	129	10,019	6,340	5,320

Percentage of Promotions in the Elementary Schools
For the Past Three Years

Grade	1913			1914			1915		
	January	June	Average	January	June	Average	January	June	Average
8A	95.	97.2	96.1	96.5	96.3	96.4	95.3	93.8	94.5
8B	90.6	93.1	91.9	92.	93.	92.5	91.5	91.1	91.3
7A	89.7	91.2	90.5	89.8	91.3	90.5	91.6	90.2	90.9
7B	87.6	88.9	88.3	91.2	90.2	90.7	88.9	90.2	89.5
6A	87.7	89.6	88.7	87.3	90.6	88.9	91.1	91.3	91.2
6B	88.4	88.7	88.6	88.8	90.3	89.5	90.2	89.5	89.8
5A	89.3	91.2	90.3	89.	91.5	90.2	89.7	90.2	89.9
5B	87.2	89.6	88.4	88.4	89.2	88.8	87.3	88.1	87.7
4A	88.1	90.1	89.1	88.9	91.2	90.	92.2	91.7	91.9
4B	87.4	88.4	87.9	87.2	90.7	88.9	88.9	90.	89.4
3A	86.2	89.9	88.1	87.7	90.4	89.	89.2	91.4	90.3
3B	87.1	88.1	87.6	93.1	89.3	91.2	90.4	90.3	90.3
2A	85.9	87.6	86.8	87.	89.9	88.4	88.3	90.8	89.5
2B	84.9	86.9	85.9	87.3	89.	88.1	89.1	88.9	89.
1A	83.8	86.9	85.4	85.8	89.1	87.4	86.1	89.7	87.9
1B	76.9	78.2	77.6	78.4	80.6	79.5	81.1	83.	82.
Average	86.1	88.3	87.2	87.2	89.8	88.5	88.7	89.8	89.2

AGE, SEX AND NUMBER OF PUPILS ENROLLED

Age	Males	Females	Total	Per cent. of total enrollment
4 to 5	2,194	2,118	4,312	6.16
5 " 6	3,176	3,095	6,271	8.96
6 " 7	3,590	3,386	6,976	9.97
7 " 8	3,247	3,367	6,614	9.45
8 " 9	3,284	3,131	6,415	9.17
9 " 10	3,200	3,132	6,332	9.05
10 " 11	2,999	2,960	5,959	8.51
11 " 12	2,985	2,925	5,910	8.44
12 " 13	2,809	2,933	5,742	8.20
13 " 14	2,832	2,679	5,511	7.87
14 " 15	2,594	2,216	4,810	6.87
15 " 16	1,414	1,276	2,690	3.84
16 " 17	699	604	1,303	1.86
17 " 18	360	298	658	.94
18 " 19	173	117	290	.42
19 " 20	89	70	159	.23
Over 20	26	16	42	.06
	35,671	34,323	69,994	100.00

DISTRIBUTION OF PUPILS BY GRADES FOR LAST FIVE YEARS

(Based on average monthly enrollment)

Grade	1911	1912	1913	1914	1915
Normal	206	256	315	....	....
High	2,191	2,505	3,051	3,476	4,272
Eighth	2,191	2,519	2,649	2,879	3,407
Seventh	2,905	3,216	3,517	3,734	3,954
Sixth	4,194	4,479	4,809	4,946	5,336
Fifth	5,204	5,558	5,716	6,305	6,567
Fourth	6,175	6,463	6,824	6,881	6,986
Third	6,729	7,137	7.142	7,337	7,467
Second	7,776	7,682	7,636	7,878	7,649
First	8,788	8,743	8,953	8,614	8,402
Kindergarten	5,595	5,875	6,233	6,391	6,562
Ungraded	78	113	103	92	108
Industrial	83	121	135	122	251
Defective	73	135	186	215	254
Deaf	15	34	51	58	65
Blind	5	8	10	11	13
Open Air	27	78	113	130	148
Crippled	....	....	....	22	23
Total	52,315	54,922	57,443	59,091	61,464

PER CENT. OF TOTAL ENROLLMENT

Grade	1911	1912	1913	1914	1915
Normal	.39	.47	.54	....	....
High	4.19	4.57	5.32	5.88	6.95
Eighth	4.19	4.59	4.62	4.87	5.54
Seventh	5.70	5.86	6.13	6.32	6.43
Sixth	8.02	8.16	8.38	8.37	8.68
Fifth	9.95	10.12	9.95	10.67	10.68
Fourth	11.80	11.77	11.87	11.64	11.37
Third	12.86	12.99	12.44	12.42	12.15
Second	14.87	13.99	13.29	13.33	12.44
First	16.80	15.92	15.58	14.58	13.67
Kindergarten	10.69	10.69	10.85	10.82	10.68
Ungraded	.15	.20	.17	.15	.18
Industrial	.16	.22	.24	.21	.41
Defective	.14	.24	.33	.36	.41
Deaf	.03	.06	.09	.10	.11
Blind	.01	.01	.01	.02	.02
Open Air	.05	.14	.19	.22	.24
Crippled	....	....	....	.04	.04
Total	100.	100.	100.	100.	100.

DAY SCHOOLS

TABLE SHOWING THE ENROLLMENT, ATTENDANCE, NUMBER OF CLASSES, TEACHERS, ETC.

NAME OF SCHOOL	Enrollment						Average enrollment	Average attendance	Per cent. of attendance	No. who have not been absent or tardy during the year	Times tardy	No. of sessions truant	No. suspended or expelled during year	No. of classes			Teachers	
	Males	Females	Total	Kindergarten	Primary	Grammar								Kindergarten	Primary	Grammar	Males	Females
High																		
Barringer High	593	600	1,193	....	....	....	1,221	1,158	94.8	102	1,121	54	1	......	....	....	24	29
Central C. & M. T. High	789	717	1,506	....	....	....	1,385	1,284	92.6	64	5,262	....	......	......	....	....	48	16
East Side C. & M. T. High	315	282	597	....	....	....	600	565	94.	31	1,182	....	2	......	....	....	20	19
South Side High	554	497	1,051	....	....	....	1,085	1,028	94.7	51	1,042	51	4	......	....	....	25	27
	2,251	2,096	4,347				4,291	4,035	94.	248	8,607	105	7	......	....	....	117	91
Elementary																		
Abington Avenue	651	665	1,316	216	716	384	1,164	1,114	95.6	95	773	37	2	3	15	10	2	28
Alexander Street	517	500	1,017	127	521	369	897	825	92.	49	669	3	......	2	10	9	2	21
Ann Street	669	698	1,367	212	767	388	1,193	1,104	92.5	36	625	94	2	2	18	9	1	30
Avon Avenue	794	827	1,621	146	671	804	1,485	1,384	93.1	46	440	10	......	3	18	15	2	37
Belmont Avenue	1,163	1,129	2,292	442	1,143	707	1,735	1,579	91.	....	959	186	8	4	24	16	4	45
Bergen Street	903	857	1,760	196	849	715	1,574	1,462	92.8	56	791	15	5	2	19	17	3	39
Berkeley	456	426	882	131	459	292	781	706	90.3	16	141	4	1	2	11	7	......	22
Blum Street	58	29	87	....	87	....	81	76	94.5	4	81	12	......	......	2	....	......	2
Bruce Street	466	397	863	150	534	179	718	651	90.6	10	675	72	......	2	11	4	1	17

Burnet Street	725	770	1,495	197	767	531	1,298	1,160	89.4	25	526	1,062	......	2	16	14	2	33
Camden Street	689	627	1,316	284	811	221	1,166	1,079	92.5	16	1,349	190	7	4	18	6	1	29
Carteret	597	537	1,134	168	548	418	932	871	93.4	41	134	33	......	2	7	10	1	20
Central Avenue	687	651	1,338	124	635	579	1,189	1,103	92.7	39	480	459	9	2	13	13	2	29
Charlton Street	935	891	1,826	428	909	489	1,608	1,477	91.8	11	743	28	......	6	21	13	1	42
Chestnut Street	446	451	897	111	449	337	771	692	89.8	18	540	223	......	2	10	9	1	21
Cleveland	944	975	1,919	280	868	771	1,776	1,656	93.2	45	1,148	243	......	3	20	20	4	43
Dayton	35	38	73	......	73	......	63	57	90.9	1	49	5	......	......	2	....	......	2
Eighteenth Avenue	720	654	1,374	211	784	379	1,273	1,166	91.6	12	855	213	......	2	18	10	1	31
Eliot	526	488	1,014	160	468	386	853	773	90.5	21	415	28	......	2	9	10	1	22
Elizabeth Avenue	164	138	302	102	200	......	212	199	93.9	4	66	2	......	2	4	....	......	6
Fifteenth Avenue	656	734	1,390	228	724	438	1,234	1,123	91.	21	155	216	9	2	16	11	1	31
Fourteenth Avenue	699	613	1,282	150	592	540	1,146	1,062	92.7	36	376	24	2	2	12	13	1	28
Franklin	901	914	1,815	306	891	618	1,620	1,543	95.2	191	650	214	4	4	18	14	1	37
Garfield	553	590	1,143	156	579	408	977	890	91.1	25	614	87	......	2	12	10	2	25
Hamburg Place	893	893	1,786	272	1,002	512	1,559	1,437	92.1	65	564	393	......	3	19	13	2	36
Hawkins Street	408	372	780	147	504	129	646	605	93.6	40	648	15	2	2	11	3	1	16
Hawthorne	671	627	1,298	134	606	515	1,133	1,027	90.5	22	788	9	2	2	14	14	3	30
Lafayette	867	897	1,764	316	906	542	1,532	1,377	89.8	60	1,211	463	1	3	29	15	3	43
Lawrence Street	238	227	465	109	312	44	372	348	93.7	16	277	96	......	2	6	2	......	11
Lincoln	329	317	646	98	330	218	563	506	89.9	19	476	23	......	2	7	5	1	13
Madison	786	804	1,590	152	779	659	1,436	1,308	91.1	73	686	105	......	2	18	15	3	35
Market Street	119	109	228	......	113	115	209	195	93.1	2	88	......	......	......	3	3	......	6
Miller Street	739	691	1,430	122	651	657	1,254	1,158	92.3	25	472	45	4	2	14	15	2	32
Monmouth Street	660	637	1,297	273	612	412	1,127	1,023	90.7	6	662	61	4	4	14	9	3	26
Montgomery	586	523	1,109	208	589	312	996	900	90.3	5	762	122	6	3	12	9	4	23
Morton Street	968	938	1,906	293	1,011	602	1,653	1,535	92.8	28	952	186	16	4	22	14	3	41
Newton	1,014	940	1,954	305	1,130	519	1,722	1,589	92.2	27	1,414	1,479	8	4	24	15	3	43
Ridge	311	310	621	75	233	313	539	487	90.4	26	194	11	......	2	6	6	1	14
Robert Treat	930	913	1,843	270	922	651	1,602	1,474	92.	33	330	......	......	3	21	16	1	42

DAY SCHOOLS—Continued

NAME OF SCHOOL	Enrollment						Average enrollment	Average attendance	Per cent. of attendance	No. who have not been absent or tardy during the year	Times tardy	No. of sessions truant	No. suspended or expelled during year	No. of classes			Teachers	
	Males	Females	Total	Kindergarten	Primary	Grammar								Kindergarten	Primary	Grammar	Males	Females
Roseville Avenue	278	281	559	111	365	83	463	414	89.4	5	223	34	......	2	8	2	1	11
Seventh Avenue	1,211	1,182	2,393	566	1,216	611	1,776	1,650	92.9	82	4,251	1,172	6	7	25	16	3	48
South Street	632	548	1,180	200	803	177	880	807	91.6	13	1,369	218	......	2	14	4	2	20
South Eighth Street	733	723	1,456	170	632	654	1,271	1,177	92.5	33	401	....	......	2	14	16	1	33
South Market Street	583	537	1,120	162	507	451	929	858	92.4	28	681	45	......	2	10	10	1	23
South Tenth Street	605	602	1,207	172	584	451	1,069	998	93.3	64	425	235	......	2	13	11	1	27
State Street	25	19	44	....	44	....	105	100	95.4	1	199	23	......	......	3	....	......	3
Summer Avenue	390	402	792	79	380	333	675	621	92.1	25	183	30	......	2	8	7	1	16
Summer Place	164	190	354	68	190	96	291	256	88.	9	121	....	......	2	4	2	......	8
Sussex Avenue	573	528	1,101	157	449	495	968	870	89.9	21	907	180	......	2	9	11	1	23
Walnut Street	221	216	437	69	368	....	355	329	92.8	11	83	25	......	2	7	....	......	9
Warren Street	483	516	999	214	653	132	822	776	94.4	59	748	145	......	3	14	3	2	21
Washington Street	481	444	925	119	493	313	781	727	93.	22	507	189	......	2	11	8	2	21
Waverly Avenue	439	455	894	141	543	210	777	716	92.2	37	135	58	3	2	12	5	2	18
Webster	696	666	1,362	245	915	202	1,130	1,057	93.5	33	1,589	174	1	3	19	5	2	28
West Side	866	832	1,698	247	986	465	1,545	1,429	92.5	62	597	122	......	3	22	13	3	38
Total	32,823	31,938	64,761	10,019	33,873	20,869	55,926	51,506	92.1	1,770	35,157	9.118	102	133	737	507	86	1,398

Special																			
Boys' Industrial	181	....	181	....	....	181	167	161	96.4	16	51	23	......	......	....	....	7	3
Girls' Industrial	....	91	91	....	....	91	84	76	90.1	3	24	....	......	......	....	....	......	8
Ungraded No. 1	42	....	42	....	19	23	46	44	95.4	....	86	63	......	......	....	....	1	2
Ungraded No. 2	40	....	40	....	26	14	43	42	96.	....	196	163	......	......	....	....	1	2
Academy Street Ungraded	20	....	20	....	16	4	17	16	96.	1	16	104	......	......	....	....	......	1
Alyea Street Defective	47	18	65	....	47	....	55	48	87.5	....	176	5½	......	......	....	....	......	4
Central Avenue Defective	8	4	12	....	8	....	13	12	90.4	1	26	6	......	......	....	....	......	1
Coe's Place Defective	64	25	89	....	64	....	98	85	87.3	....	179	....	......	......	....	....	......	8
Newton Defective	1	1	2	....	1	....	14	13	89.2	....	35	79	......	......	....	....	......	1
State Street Defective	49	29	78	....	49	....	70	61	86.5	1	115	....	......	......	....	....	......	5
School for Deaf	38	31	69	12	57	....	65	58	90.	4	27	8	......	......	....	....	......	8
Washington Street Blind	8	6	14	....	14	....	12	11	91.3	2	1	....	......	......	....	....	......	2
Camden Street Open Air	15	16	31	....	25	6	30	27	91.2	....	32	1	1	......	....	....	......	1
Elizabeth Avenue Open Air	28	25	53	....	32	21	44	40	91.2	....	....	....	......	......	....	....	......	2
Lafayette Open Air	....	....	....	....	....	....	28	26	92.7	....	....	....	......	......	....	....	......	1
Montgomery Open Air	20	10	30	....	25	5	29	25	86.4	....	147	....	......	......	....	....	......	1
Morton Street Open Air	13	16	29	....	27	2	29	26	87.4	....	9	....	......	......	....	....	......	1
Crippled	23	17	40	....	40	....	22	22	99.9	....	....	....	......	......	....	....	......	1
Total	597	289	886	12	527	347	866	793	91.5	28	1,120	452	1	....	....	....	9	52
Grand Total	35,671	34,323	69,994	10,031	34,400	21,216	61,083	56,334	92.2	2,046	44,884	9,675	110	133	737	507	†234	†1,572

NOTE—Total number of classes in elementary schools,

† Includes supervisors and special teachers.

EVENING SCHOOLS

TABLE SHOWING THE ENROLLMENT, ATTENDANCE, NUMBER OF CLASSES, TEACHERS, ETC.

NAME OF SCHOOL	Enrollment			Average enrollment	Average attendance	Per cent. of attendance	No. of classes	Teachers		
	Males	Females	Total					Males	Females	Aggregate annual salary
ELEMENTARY										
English Department										
Belmont Avenue	109	95	204	133	114	86.2	7	4	3	$ 1,596.00
Bergen Street	67	133	200	88	75	85.	3	....	4	888.00
Central Avenue	290	245	535	228	195	85.4	7	3	6	2,172.00
Cleveland	294	236	530	216	180	83.	7	5	5	2,356.00
Franklin	199	130	329	177	139	78.8	7	1	7	1,776.00
Hamburg Place	123	130	253	145	121	82.6	4	2	4	1,406.00
Lafayette	226	67	293	174	121	69.7	5	....	6	1,332.00
Morton Street	210	161	371	172	138	80.	5	1	5	1,368.00
Newton	183	148	331	149	124	83.	3	2	3	1,104.00
Robert Treat	137	123	260	144	121	84.5	4	....	5	1,140.00
Seventh Avenue	156	105	261	202	153	75.4	6	3	5	1,850.00
South Street	163	54	217	106	88	82.3	3	3	1	960.00
South Eighth Street	118	125	243	119	95	80.8	5	1	5	1,406.00
South Market Street	119	62	181	125	105	84.	5	2	4	1,406.00
South Tenth Street	176	138	314	187	159	85.2	8	2	8	2,294.00
Washington Street	212	102	314	181	159	87.9	7	1	7	1,850.00
	2,782	2,054	4,836	2,546	2,087	81.9	86	30	78	$ 24,804.00
Foreign Department										
Belmont Avenue	606	313	919	550	452	82.2	18	3	20	$ 6,440.00
Bergen Street	44	31	75	43	38	86.6	2	....	2	540.00
Central Avenue	77	30	107	55	46	83.1	2	1	1	540.00
Cleveland	101	79	180	112	87	77.8	5	1	5	1,656.00
Franklin	109	31	140	73	58	78.6	3	....	3	810.00
Hamburg Place	181	35	216	128	100	78.	5	1	5	1,620.00
Lafayette	356	54	410	208	159	76.3	8	3	6	2,520.00
Morton Street	397	205	602	283	220	77.5	13	3	10	3,588.00
Newton	271	15	286	165	136	82.6	8	2	6	2,250.00
Robert Treat	133	49	182	99	83	83.4	5	....	5	1,380.00
Seventh Avenue	235	8	243	129	108	84.1	5	1	4	1,350.00
South Street	144	12	156	70	55	79.1	3	....	3	810.00
South Eighth Street	29	26	55	38	34	89.8	2	....	2	540.00
South Market Street	79	16	95	55	41	74.4	2	....	2	540.00
South Tenth Street	162	77	239	153	130	85.2	6	....	6	1,620.00
Washington Street	54	15	69	56	50	89.3	2	....	2	540.00
	2,978	996	3,974	2,217	1,797	80.9	89	15	82	$ 26,744.00
Industrial Department										
Boys' Industrial	274	....	274	147	125	85.4	7	8	....	$ 2,970.00

EVENING SCHOOLS—Continued

NAME OF SCHOOL	Enrollment			Average enrollment	Average attendance	Per cent. of attendance	No. of classes	Teachers		
	Males	Females	Total					Males	Females	Aggregate annual salary
HIGH										
Bergen Street	367	692	1,059	504	413	81.9	......	16	10	$ 9,450.00
Central C. & M. T.	1,410	1,198	2,608	1,218	999	82.	......	34	19	19,170.00
East Side C. & M. T.	702	475	1,177	593	491	82.6	......	23	9	11,610.00
Franklin	244	293	537	251	188	74.6	......	7	9	5,850.00
Morton Street	389	508	897	364	293	80.5	......	14	4	6,716.00
Robert Treat	451	366	817	391	321	81.9	......	15	6	8,644.00
	3,563	3,532	7,095	3,321	2,705	81.2	......	109	57	$ 61,440.00
GYMNASIUMS										
Barringer High	122	129	251	52	38	73.8	......	2	1	$ 880.00
Webster	140	76	216	68	51	75.6	......	2	......	336.00
	262	205	467	120	89	74.6	......	4	1	$ 1,216.00
Fawcett School of Industrial Arts	877	270	1,147	689	609	88.5	......	27	2	$ 16,364.00
Lecture Course—Municipal Government	38	24	62	41	27	64.9	......	......	......	$ 520.00
SUMMARY										
Elementary—										
English Department	2,782	2,054	4,836	2,546	2,087	81.9	86	30	78	$ 24,804.00
Foreign Department	2,978	996	3,974	2,217	1,797	80.9	89	15	82	26,744.00
Industrial Department	274	......	274	147	125	85.4	7	8	......	2,970.00
Total Elementary	6,034	3,050	9,084	4,910	4,009	81.8	182	53	160	$ 54,518.00
" High	3,563	3,532	7,095	3,321	2,705	81.4	......	109	57	61,440.00
" Gymnasium	262	205	467	120	89	74.6	......	4	1	1,216.00
" Fawcett School of Industrial Arts	877	270	1,147	689	609	88.5	......	27	2	16,364.00
" Lecture Course—Municipal Government	38	24	62	41	27	64.9	......	......	......	520.00
Total for all schools	10,774	7,081	17,855	9,081	7,439	81.8	......	*204	*236	†$142,358.00

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* Includes twenty-seven supervisors and special teachers.

† Includes the salary of twenty-seven supervisors and special teachers, of the lecturer and registrar of the municipal government course.

SUMMER SCHOOLS, 1915

TABLE SHOWING THE ENROLLMENT, ATTENDANCE, NUMBER OF CLASSES, TEACHERS, ETC.

SCHOOL	Enrollment						Average enrollment	Average attendance	Per cent of attendance	No. of classes				Teachers	
	Males	Females	Total	Kindergarten	Primary	Grammar				Kindergarten	Primary	Grammar	Spec'l Prom.	Males	Females
Abington Avenue	460	484	944	102	554	288	845	797	94.2	1	......	......	22	2	24
Ann Street	226	264	490	67	287	136	440	410	92.7	1	4	......	8	2	14
Avon Avenue	470	440	910	88	468	354	790	737	93.1	1	6	3	15	......	29
Bergen Street	463	424	887	59	392	436	806	742	91.7	1	4	3	14	2	23
Bruce Street	219	197	416	70	254	92	285	260	90.3	1	5	1	......	1	9
Burnet Street	283	310	593	58	330	205	475	431	90.4	1	3	1	9	1	16
Camden Street	409	344	753	102	482	169	678	577	83.6	1	3	......	16	1	23
Central Avenue	348	348	696	138	329	229	547	511	92.7	1	5	2	7	......	20
Charlton Street	433	464	897	130	502	265	790	735	89.8	1	7	3	11	......	26
Cleveland	776	795	1,571	111	748	712	1,313	1,226	93.1	1	9	4	24	4	40
Eighteenth Avenue	411	376	787	54	362	371	707	654	91.5	1	6	1	12	2	21
Fifteenth Avenue	460	456	916	83	481	352	772	724	89.3	1	8	3	9	1	23
Fourteenth Avenue	385	329	714	55	344	315	608	571	93.5	1	6	4	7	4	17
Franklin	631	608	1,239	142	630	467	1,031	967	93.7	1	7	2	20	4	31
Hamburg Place	487	493	980	70	531	379	852	766	90.	1	10	3	8	3	22
Hawkins Street	215	215	430	59	268	103	264	238	90.7	1	5	2	......	1	10
Hawthorne	326	307	633	49	290	294	569	521	91.3	1	8	1	9	7	15
Madison	404	428	832	62	440	330	684	615	88.2	1	7	4	8	2	21
Monmouth Street	444	505	949	80	497	372	831	759	91.	1	8	......	13	4	21
Morton Street	551	565	1,116	130	601	385	939	880	93.1	1	9	1	11	2	25
Newton	692	657	1,349	177	813	359	1,083	980	90.5	1	14	1	13	2	33
Robert Treat	422	399	821	56	409	356	700	650	92.8	1	5	2	13	2	22
South Street	166	208	374	68	242	64	305	264	87.	1	5	......	1	1	9
South Eighth Street	313	281	594	64	264	266	496	456	91.3	1	5	2	8	3	16
South Tenth Street	353	337	690	66	387	237	616	575	93.3	1	7	3	5	......	19
Sussex Avenue	312	263	575	52	315	208	448	407	90.4	1	5	2	6	1	17
Warren Street	226	268	494	125	298	71	386	365	95.	1	5	1	4	1	13
Washington Street	325	267	592	58	281	253	464	401	85.8	1	3	1	10	2	16
Webster	416	429	845	115	605	125	721	645	88.8	1	......	......	21	1	24
Total Elementary	11,626	11,461	23,087	2,490	12,404	8,193	19,445	17,864	91.2	29	169	50	304	56	599
Barringer High	644	449	1,093	......	......	......	963	922	95.7	......	......	......	......	30	14
Central High	296	296	592	......	......	......	533	502	94.1	......	......	......	......	15	9
Total High	940	745	1,685				1,496	1,424	95.2					45	23
Total for all schools	12,566	12,206	24,772	2,490	12,404	8,193	20,941	19,288	91.5	29	169	50	304	101	622

EVENING SCHOOLS

COMPARATIVE STATISTICS FOR THE LAST FIVE YEARS

Year	No. of teachers	Total enrollment	Average enrollment	Average attendance	Per cent. of attendance
1911	336	14,810	7,262	5,692	78.3
1912	376	16,219	8,286	6,588	79.5
1913	406	16,825	8,779	6,988	79.4
1914	412	17,055	8,593	6,886	80.
1915	440	17,855	9,081	7,437	81.8

SUMMER SCHOOLS

COMPARATIVE STATISTICS FOR THE LAST FIVE YEARS

Year	No. of teachers	No. of classes	Total enrollment	Average enrollment	Average attendance
1911	460	330	14,343	10,885	9,437
1912	444	320	14,371	11,318	10,039
1913	494	365	16,021	12,869	11,488
1914	601	471	21,290	18,008	16,411
1915	774	552	24.772	20,941	19,288

SUMMER PLAYGROUNDS

COMPARATIVE STATISTICS FOR THE LAST FIVE YEARS

Year	Number of playgrounds	Number of teachers	Average attendance
1911	24	165	10,509
1912	22	155	9,965
1913	21	156	9,926
1914	21	163	10,808
1915	21	168	12,192

REPORT OF

Superintendent of Supplies

To the Board of Education.

Gentlemen: I respectfully submit the following as the fifth annual report of the Department of Supplies, comprising a summary of its activities for the year ending June 30, 1915.

The total amount expended by the Board through this department during the past year was $373,068.23, divided as follows and compared with the preceding year:

	1914-15	1913-14
Printing	$ 10,253.52	$ 10,370.06
Text Books, etc.	132,931.50	130,979.82
Furniture and General Supplies	78,469.34	111,803.68
Manual Training Supplies	10,771.72	12,058.02
Fuel	53,039.41	49,129.51
Light and Power	30,473.59	26,812.23
Water	9,510.16	9,283.27
Insurance	748.58	3,079.62
Playground Supplies	7,049.84	3,961.51
Repairs	13,763.50	9,157.76
Heating Apparatus	1,663.85	1,199.53
Incidentals	628.88	1,172.06
Construction Department	2,503.29	....
Salaries	21,261.05	19,666.56
Totals	$373,068.23	$388,673.63

The budget estimates of the last five years for the accounts which come directly under the supervision of this department (repairs and heating apparatus excluded) amounted to a total of $1,704,144. The actual expenditures for the same period totaled $1,705,975. To this should be added certain amounts which were placed in last year's budget, and not yet actually expended, as, for instance, the equipment for the Robert Treat addition and the completion of the equipment for the Garfield, Lafayette and West Side additions, also for orders involving miscellaneous items that were not paid for before the close of the year. This supplementary amount totals approximately $17,000. It appears therefore that the total expenditures during the last five years exceeded the estimates by about $18,800, which is a small fraction over *one per cent.* of the total.

During this period equipment and supplies were provided for new schools as follows:

1 Normal School
3 High Schools
6 new Elementary Schools
11 additions to Elementary Schools
2 Industrial Schools
13 Special Schools.

Included in the above is an increase in the number of auditoriums from sixteen (16) to twenty-eight (28), and in the number of gymnasiums from seven (7) to twenty-one (21), to which should be added four (4) combination auditoriums and gymnasiums.

In June, 1910, there were on record 1,185 class rooms of all kinds. In June, 1915, records show 1,568 class rooms, an increase of 24.5 per cent.

EQUIPMENT

The new additions to Garfield, Hawthorne, Lafayette and West Side Schools were equipped with the necessary furniture and apparatus during the past year at a cost of $20,000. One other new school, the Girls' Industrial, received its initial equipment, which cost $2,100. Extensive additions were made to the equipment of some of the other schools, notably the South Side High ($6,000), and the Boys' Industrial ($3,400), and a new manual training shop was provided for the Avon Avenue School at a cost of $548.00.

Over 4,200 new steel sanitary pupils' desks and seats were purchased during the year to equip new buildings and make necessary changes in the seating in some of the old buildings, the average price of the desks, including rear seats, being $3.42, which is 40 cents higher than for the desks purchased in the previous year.

EDUCATIONAL SUPPLIES

High Schools. The average annual cost per pupil for educational supplies in these schools was $7.44, which is $3.67 less than the preceding year's rate. This is mainly due to the reduction in the rate at the South Side from $19.85 to

$5.38, the higher rate being caused by the furnishing of the initial equipment during the year 1913-14.

The following table shows the average annual rate per pupil during the last five years for purposes of comparison:

	1910-11	1911-12	1912-13	1913-14	1914-15
Barringer	$3.63	$ 2.89	$ 2.66	$ 2.96	$ 3.37
Central C. & M. T...	....	13.36	12.09	10.86	10.26
East Side C. & M. T.	7.48	16.81	15.02	16.44	12.98
South Side	....	....	....	19.85	5.38
Total..........	$4.19	$ 9.97	$ 8.33	$11.11	$ 7.44

The average cost per pupil last year for the two literary high schools was $4.31, while for the two commercial high schools it was $11.08.

Elementary Schools: The average annual cost per pupil for the supplies charged to the appropriation was $1.16, as compared with $1.14 for the preceding year, and the total average cost was $1.27 as compared with $1.23 for 1913-14. The average per pupil for the last five years is shown in the following table:

	Text Books, etc.	Stationery	Paper	Kindergarten Material, etc.	Miscellaneous	Special Items	Total
1910-11..	$0.70	$0.12	$0.28	$0.07	$0.12	$0.13	$1.43
1911-12..	.70	.12	.26	.06	.10	.15	1.40
1912-13..	63	.12	.26	.07	.12	.09	1.29
1913-14..	.56	.12	.26	.08	.12	.09	1.23
1914-15..	.59	.11	.24	.07	.15	.11	1.27

The total cost of supplies for the teaching of domestic science in the elementary schools was $1,663.46, and for domestic art $1,933.78, and the cost per pupil for both subjects, based on the total average school enrollment, is $.064.

In the year 1913-14 it was $.055. The increase is mainly in the domestic art supplies. On the basis of the enrollment of the pupils only to whom these subjects are taught, the rate for domestic science supplies is $0.91, and for domestic art supplies $0.23, as compared with $0.87 and $0.20, respectively, for the preceding year. According to the City Superintendent's office, there were 1,834 pupils enrolled in the domestic science classes, and 8,430 in the domestic art classes.

The average annual cost per pupil for manual training supplies in these schools was $0.16, the same as for the year 1913-14.

Special Schools: The peculiar character of these schools, and the diversity of supplies required by them from time to time make it difficult to maintain a rate that approximates equality when comparing one year with another. As a prelude to an analysis of this problem, I submit the following comparative table:

	Average Enrollment		Educational Supplies		Food		Transportation	
	1913-14	1914-15	1913-14	1914-15	1913-14	1914-15	1913-14	1914-15
Ungraded, No. 1	42	46	$2.24	$6.15	$11.93	$12.02	......	......
Ungraded, No. 2	32	43	2.25	2.81	14.74	13.43	......	......
Alyea St. Defectives	*65	55	4.27	9.71	6.19	8.04	......	$1.77
Central Ave. Defectives	14	13	4.95	4.54	5.17	3.29	......	......
Coe's Place Defectives	69	98	7.00	8.58	4.38	4.74	......	.61
Newton Defectives	......	14	......	7.86	......	2.95	......	......
State St. Defectives	72	70	4.27	8.82	3.00	5.69	......	2.33
School for the Deaf	57	65	3.40	5.34	......	......	$4.26	6.09
Washington St. Blind	11	12	6.01	10.05	......	......	13.09	12.83
Camden St. Open Air	27	30	1.35	.17	14.44	7.00	1.00	1.44
Elizabeth Ave. Open Air	45	44	3.38	3.86	31.44	35.89	9.74	11.46
Lafayette Open Air	......	28	......	.05	......	5.74	......	......
Montgomery Open Air	29	29	.02	.07	5.39	7.54	1.57	1.36
Morton St. Open Air	29	29	.21	.12	7.86	9.31	1.24	1.52

The total average for each individual school and for all the special schools is to be found in the financial statistics.

* The 1913-14 figures for Alyea Street refer to the pupils enrolled in the Hawkins Street, Lafayette and South Street classes for defectives during that year, and then transferred to the Alyea Street building about a year ago.

In the Ungraded and Elizabeth Avenue Open Air Schools, where a variety of food is supplied to the pupils, the average annual per capita cost for food was $20.37, and the average daily cost $.0955 as compared with $20.06 and $.0933 for the preceding year. It will be noted, however, that there was an increase of $4.45 per pupil in the Elizabeth Avenue Open Air School, notwithstanding the fact that a store room was provided in that school and a considerable quantity of staple articles were purchased at wholesale prices.

In the classes for defectives, where milk is the principal article of diet, the average annual per capita cost was $5.56 as compared with $4.50 for 1913-14. The average daily cost was $.0278 and $.0225, respectively.

In the Open Air Schools, excepting Elizabeth Avenue, where milk only is furnished, the average annual cost was

$7.41, and the daily average $.0375. In 1913-14 the corresponding figures were $9.11 and $.0455.

Transportation for pupils attending the classes for defectives was allowed for the first time during the past year, but only three of these schools had pupils requiring such service.

On the basis of total enrollment of these schools, and the open air schools, the cost per pupil would naturally be considerably lower than for 1913-14, but on the basis of the enrollment in the schools only where transportation charges have been paid, the rate was $3.47, while for the previous year it was $4.72. The preceding table shows, however, that the schools charged with transportation costs in 1913-14 show an increase in this item of expense for 1914-15 of $.93 per pupil, the rates being $5.65 as compared with $4.72. This increase is due probably to a larger number of pupils requiring carfares.

The average per capita cost of the Special Schools as a whole for the various kinds of supplies charged to the text book account was $15.79, an increase of $2.69 over the previous year.

Industrial Schools: The Boys' Industrial shows a decrease of $1.70 per capita for educational supplies, effected mainly in the industrial branches of its activities.

The Girls' Industrial has completed its first year of operation at an average annual cost per pupil, as shown by the financial statistics, of $15.59. This school should, however, be given credit for the funds recently received by the Board from the sale of some of its manufactured product. The rate then, so far as actual cost is concerned, would be $11.71.

Evening Schools: The annual per capita cost for educational supplies in the high schools is $.15 higher than for 1913-14, but $.15 lower than in 1912-13. A variation to this extent may be reasonably expected, and may occur during any period under ordinary circumstances .

The rate of $.54 per pupil in the elementary schools is substantially the same as for the previous year.

Summer Schools: The summer high schools, which were operated for the first time in the summer of 1914, were provided with the necessary educational supplies at an average per capita cost of only $.30. Naturally, there is a considerable difference in the rates between the Barringer ($.07) and the Central ($.69), owing to the difference in the type of the two institutions. I believe, though, that with a broader development of summer high school work, which it is fair to assume will follow a knowledge of the advantages to be obtained, the per capita cost will be increased.

The reduction in the cost per pupil in the summer elementary schools from $.36 for 1913 to $.29 for 1914 is due probably to the large increase in enrollment, and yet as the supplies furnished to these schools consist principally of material which is used up or consumed by the pupils in their summer work, the larger enrollment would hardly account for a marked difference in the cost per pupil. It is possible that, in the development of promotion classes, rather than in the normal increase in manual training and kindred activities which predominated in former years, there may be a more logical explanation for the difference in the rate.

Miscellaneous: The following comparative table showing the quantity and cost of the paper furnished for writing, drawing, arithmetic, etc., during the years 1913 and 1914-15 is herewith presented:

	1913–1914			1914–1915		
	Quantity Reams	Weight Lbs.	Cost	Quantity Reams	Weight Lbs.	Cost
Memorandum A	3,189	13,952	$ 398.62	3,613	15,806	$ 397.43
" B	22,693	70,912	3,063.56	21,950	68,600	2,634.00
" C	902	4,209	279.62	887	4,144	274.97
Staff Line	2,559	11,942	793.29	2,735	12,768	847.85
Exercise (Large)	18,404	92,020	5,613.22	21,348	106,740	5,817.33
" (Small)	14,447	36,120	2,347.64	16,346	40,866	2,288.44
Examination	619	8,666	817.06	621	8,694	567.18
Book	612	4,590	189.72	481	3,600	149.11
Bogus	174	2,167	43.50	241	3,000	60.25
Manilla Practice	14	123	5.32	17	147	2.38
Drawing (White)	553	6,636	453.46	661	7,932	489.14
" (Manilla)	3,860	31,362	1,389.60	3,712	30,160	1,187.84
Totals	68,026	282,699	$15,394.61	72,612	302,457	$14,715.92

The average price per ream for the last five years for the paper specified in the preceding table is as follows:

1910-11, 26 cents; 1911-12, 23 cents; 1912-13, 23.2 cents; 1913-14, 22.6 cents; 1914-15, 20.26 cents.

In the following table is shown the quantity and cost of the books purchased during the year as compared with the preceding year:

	1913-14	1914-15	Increase or Decrease	
New books purchased	95,397	83,763	Dec.	11,634
Books received to be rebound or discarded	46,150	56,926	Inc.	10,776
Books rebound	19,669	18,455	Dec.	1,214
Total of books handled	161,216	159,144	Dec.	2,072

	1913-14	1914-15	Increase or Decrease	
Cost of new books	$40,964.91	$37,440.32	Dec.	$3,524.59
Cost of rebound books	4,312.63	3,959.42	Dec.	353.21
Cost of same books if new	8,881.68	8,555.49	Dec.	326.19

During the last five years, at the beginning of which period the Board adopted the policy of rebinding books, there has been expended a total of $23,718.68 for rebound books, which, if new copies had been purchased instead, would have cost $49,310.79. During the same period, the total number of books received from the schools to be rebound or discarded was 289,125, from which 109,853, or 38 per cent., were returned rebound.

MISCELLANEOUS SUPPLIES

The total number of tons of coal purchased during the year was 12,303, at an average price of $4.30 per ton. This is $.13 higher than the average for 1913-14, and was due to an increase in the price of coal. Pea coal represented 73.5 per cent. of the total quantity purchased, and the price throughout the year was $4.38 per ton as compared with an average price of $4.21 for the preceding year.

The light and power charged to the day elementary schools shows an increase of $.05 per pupil, which, upon examination of the records kept in our office, is found to be the exact difference in the rate for electric power current used for ventilating purposes, and is accounted for by an increased use of the ventilating apparatus. In all other branches of the system, the rate is approximately the same as for the previous year, except in the day high schools, where the rate is $.13 lower, due to a larger enrollment in the Barringer High and no appreciable difference in the amount of current consumed.

There is also a marked decrease in the per capita cost in the Boys' Industrial, due to the larger enrollment and a ten per cent. reduction in the total amount charged.

In the matter of general supplies for janitors and for maintenance of furniture and equipment, there appears to be a favorable reduction in the per capita cost. The only case in which there has been a considerable increase is that of the Fawcett School of Industrial Arts, which had to bear the added expense caused by the removal of some of its equipment from the Academy Street to the Campbell Street building.

The financial statistics accompanying the report show in detail the total cost and the average annual cost per pupil for each school, and the totals in cost and rate for the several sub-divisions into which the system is classified, but in order to show in a more comprehensive manner a comparison in per capita cost between the year 1913-14 and the past year, with respect to the various kinds of supplies furnished under the supervision of this department and of which we keep the records, I submit the following statement. This includes printing, text books and educational supplies, general supplies, manual training supplies, fuel, light and power, water and insurance.

	1913-14	1914-15
Day Schools—		
High	$15.82	$11.01
Elementary	2.66	2.76
Industrial	19.74	17.33
Special	17.92	19.45
Summer High	....	.34
" Elementary	.39	.31
Evening Schools—		
High	2.83	2.98
Elementary	2.61	2.75
Industrial	4.93	5.54

REQUISITIONS

The number of orders received from the schools and departments during the year approximates 7,800, an increase of 300 over the preceding year.

The number of requisitions to dealers and contractors issued by the department is shown in the following comparative table:

	1912-13	1913-14	1914-15
For Incidentals	59	38	16
" Printing	137	161	175
" Text Books, etc.	2,145	2,626	3,434
" Supplies	1,372	1,582	1,613
" Manual Training	247	247	224
" Playgrounds	123	139	77
" Repairs	524	572	534
" Heating Apparatus	157	168	170
" Fuel	353	167	165
" Construction Department	241	167	175
To Repair Department	441	425	415
Totals	5,799	6,292	6,998

The increase in the number of requisitions issued during the past year over the number issued during the year 1913-14 is substantially 10 per cent. Owing to this increase in the work of the department, it becomes relatively more difficult to maintain a state of reasonable efficiency so long as the department is obliged to carry on its activities in its present very limited office accommodations.

The interests of the pupils in the matter of the economy of their time require that there shall be as little delay as possible in securing and delivering the supplies which they need, even though the cost of such service may be increased.

Previous reports indicate in a measure the wide variety of activities that enter into the life of the department, of which the ordering and delivering of supplies is only a part.

OPERATING EXPENSES

The following statement shows the cost of maintaining the department during the past year:

Salaries	$21,261.05
Printed Matter	315.60
General Supplies (Car Storage, etc.)	419.37
Fuel (Stock Room)	87.60
Light (Stock Room)	72.40
Water (Stock Room)	7.40
Insurance (Fire and Liability)	157.15
Office Supplies	431.14
Rent	1,500.00
Incidentals	400.00
Auto Car Repairs, etc.	216.09
	$24,867.80
Equipment	364.93
Total	$25,232.73

Exclusive of equipment, the total operating expenses ($24,867.80) represents 6.7 per cent. of the total amount expended under the supervision of this department. This is an increase of 8/10 of one (1) per cent. over the preceding year.

Very respectfully yours,

SAMUEL GAISER,
Superintendent of Supplies.

September 23, 1915.

REPORT OF
Supervisor of Medical Inspection

To the Board of Education.

Gentlemen: The year 1915 is the first complete year during which the present plan of conducting medical inspection has been in force, namely, a large corps of nurses conducting entire medical inspection, under the supervision of a few doctors.

This plan has met with complete success in developing a larger volume of work without any loss in efficiency. To make a fair comparison we must compare the statistics of the school year 1914-1915 with the year 1912-1913, which latter year was the last year when the old plan of medical inspection was in force, which, as you will recall, was medical inspection conducted by physicians (part time employees), with the help of a few nurses.

In the year 1912-1913 the total number of pupils inspected was 270,584, as compared with 398,442 in 1914-1915. In spite of this large increase in the total number inspected there was only an increase of 1,862 in the number excluded, and the attendance for the city during the year 1912-1913 was 52,167 (90.4 per cent.) as compared with 56,334 (92.2 per cent.) for the year 1914-1915. This means, therefore, that there has been a closer and more sympathetic oversight of the health of pupils, without a greater loss in attendance, which is due partly to the fact that a great many more treatments were given for minor ailments in the public schools, also because of a better and more prompt follow-up system at the homes of the pupils after exclusion, resulting in their speedy return to school with a saving in attendance, and, finally, to a change in the rules of quarantine which has made it unnecessary to exclude as many pupils as formerly, resulting in a further saving of attendance.

It is interesting to stop to consider the effect in the betterment of the health of the public school children which must undoubtedly be brought about, in part at least, by the 12,113 talks on personal hygiene given by the department during the year 1914-1915, as compared with 1,146 during the year 1912-1913; by 39,639 home visits in the year 1914-1915 as compared with 10,758 during the year 1912-1913; by the 7,504 pupils *taken* by the department to the dispensaries throughout the city, as compared with 1,054 in the year 1912-1913; by the 104,924 treatments given in public schools in 1914-1915 as compared with 49,381 in 1912-1913; by the 327 pupils referred to charitable organizations for help in 1914-1915 as compared with none in 1912-1913; by the 321 cultures taken of nose and throat as compared with 28 in the year 1912-1913; by the 45,182 cured cases in 1914-1915 as compared with 14,200 in the year 1912-1913.

The above statistics as enumerated explain in a large measure that in spite of more thorough, painstaking, minute inspection as carried out by the department, there has not been entailed a greater loss in attendance, but instead there has been a great gain in physical health and in betterment among the pupils.

During the year 1914-1915 we have been quite fortunate in not having to contend with any severe epidemic of the more virulent diseases. There was, however, quite an epidemic of the minor contagious diseases, such as mumps, chicken pox and whooping cough. With the increased activities on the part of the Board of Health it is hoped that in another year this number will be even more reduced than heretofore.

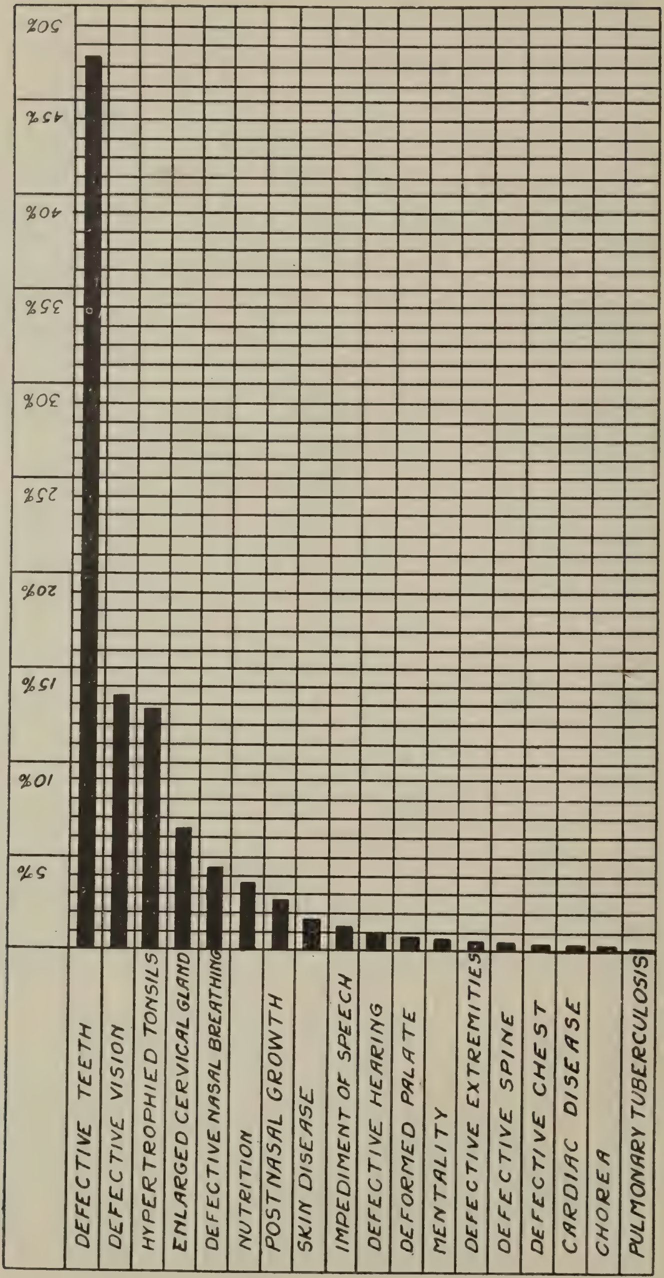
As in former years, it has been impossible for the department to comply with the State law in conducting the physical examination yearly of all pupils enrolled in the public schools. This seems to be a physical impossibility where good work is to be done. During the year 1913-1914 thirty-six and one-third per cent. (36⅓%) of the pupils enrolled were examined, while in the year 1914-1915 forty-nine per cent. (49%) were examined. To my mind this repeated yearly examination, while theoretically desirable, is not at all practical. It is essential that every new pupil, before entering school and being enrolled, shall receive a complete physical examination, and receive another examination at the end of the third, fifth and eighth year of school life. This would not, however, mean that special examinations should not be conducted if needed yearly of any child suspected of having a physical defect or disease.

COMPARATIVE TABLE OF MEDICAL INSPECTION IN NEWARK PUBLIC SCHOOLS, FROM 1911 TO 1915, INCLUSIVE

	1911	1912	1913	1914	1915
Total number of pupils inspected	208,209	259,729	270,584	303,119	398,442
Total number of pupils excluded	4,161	5,093	5,137	5,162	6,999
Total number of treatments given	43,116	51,099	49,381	94,631	104,924
Total number inspected for uncleanliness	2,304	1,531	1,645	5,200	5,137
Total number of pupils vaccinated	4,221	4,830	5,030	4,846	5,892
Total number of classes inspected	9,954	20,255	19,123	15,419	17,115
Total number of physical examinat'ns	24,670	28,588	37,971	24,048	34,405
Number of personal hygiene talks	346	497	1,146	5,957	12,113
Total number of visits to homes	9,014	10,062	10,758	12,131	39,639
Total number of pupils taken to dispensary	1,122	1,055	1,054	2,327	7,504
Number of haemoglobin tests cond'ct'd	......	......	43	368	587
Number of pupils taken to optician	......	......	......	115	327
Number of pupils referred to Charitable Organizations	......	......	......	57	353
Number of Binet tests conducted	......	......	......	139	406
Number of rooms fumigated	1,245	......	1,901	1,765	1,501
Number of cultures taken	......	......	......	109	321
Number of cases cured	11,563	14,517	14,200	31,054	45,182
Exclusions					
Abscess	16	19	17	6	1
Adenitis	5	11	9	9	7
Chicken pox	217	326	358	410	476
Chorea	32	19	25	23	29
Contagious eye disease	402	438	453	443	904
Contagious impetigo	238	334	324	210	273
Diphtheria	28	28	28	53	54
Erysipelas	......	4	4	3	1
Favus	28	17	5	26	36
Fever, headache, etc.	206	323	183	280	525
Influenza	6	7	5	4	20
Measles	167	137	264	244	47
Mumps	145	538	332	261	863
Non-contagious eye diseases	161	44	42	46	110
Not vaccinated	59	95	85	108	113
Pulmonary tuberculosis	9	12	32	13	9
Ringworm	162	123	130	104	109
Tonsillitis	337	378	372	323	396
Trachoma	100	42	84	97	87
Typhoid fever	......	1	1	......	......
Typhus fever	......	......	......	......	......
Scabies	115	55	141	123	165
Scarlet fever	27	29	39	126	49
Skin disease	86	97	67	90	127
Small pox	......	......	......	......	......
Suppurating ear disease	31	42	21	32	36
Uncleanliness	41	81	86	167	257
Vermin	925	1,196	1,562	1,447	1,923
Whooping cough	83	44	10	114	221
Quarantine	40	46	32	64	10
Others	505	508	425	336	151
Treatments					
Acute conjunctivitis	2,637	120	117	752	332
Scabies	199	99	98	798	312
Ringworm	3,209	1,896	1,453	2,686	3,328
Impetigo	7,389	8,311	6,852	11,667	12,054
Favus	209	71	31	299	140
Eczema	9,857	6,272	6,305	9,180	7,434
Molluscum contagiosum	10	13	15	37	14
Infected wounds	8,544	8,345	9,773	20,977	33,418
Vaccination dressings	7,140	18,599	16,486	30,660	41,403
Others	3,922	7,373	8,212	17,575	6,489

COMPARATIVE REPORT OF PHYSICAL EXAMINATIONS AND DEFECTS FOUND

	1913–1914		1914–1915	
	Number	Percent.	Number	Percent.
Number of physical examinations	24,536	....	34,405	....
Number normal	6,791	.2770	7,304	.2125
Number defective	17,745	.7230	27,101	.7875
Nutrition	882	....	1,653	.0357
Enlarged cervical glands	2,239	....	2,935	.0634
Chorea	72	....	75	.0016
Cardiac disease	202	....	130	.0028
Pulmonary tuberculosis	169	....	64	.0010
Skin disease	553	....	741	.0160
Defective spine	161	....	182	.0039
Defective chest	129	....	139	.0030
Defective extremities	137	....	226	.0048
Defective vision	4,469	....	6,732	.1456
Defective hearing	384	....	427	.0100
Defective nasal breathing	1,281	....	2,031	.0439
Defective teeth	13,228	....	21,918	.4740
Deformed palate	319	....	407	.0088
Impediment of speech	343	....	496	.0107
Hypertrophied tonsils	4,441	....	6,462	.1397
Post nasal growth	1,513	....	1,340	.0290
Mentality	273	....	283	.0061
	30,795		46,241	1.0000


50%
45%
40%
35%
30%
25%
20%
15%
10%
5%
DEFECTIVE TEETH
DEFECTIVE VISION
HYPERTROPHIED TONSILS
ENLARGED CERVICAL GLAND
DEFECTIVE NASAL BREATHING
NUTRITION
POSTNASAL GROWTH
SKIN DISEASE
IMPEDIMENT OF SPEECH
DEFECTIVE HEARING
DEFORMED PALATE
MENTALITY
DEFECTIVE EXTREMITIES
DEFECTIVE SPINE
DEFECTIVE CHEST
CARDIAC DISEASE
CHOREA
PULMONARY TUBERCULOSIS

It is interesting to note, in studying the records of completed cases turned into the office, that in the year 1914-1915 there were 48,489 cases referred for treatment by the department to family physicians, clinics or school nurse, against 28,795 in the year 1912-1913; that in this number of completed cases in the year 1914-1915 there were 31,682 cases treated through the efforts of the school nurse as compared with 13,565 in 1912-1913. In the year 1914-1915 the number of cases referred to other agencies for correction was 16,807 as compared with 15,230 in 1912-1913; of the number excluded in 1914-1915, among the completed cases, 4,547, with a loss of 34,953.5 days, as compared with 3,468 excluded cases in 1912-1913, with a loss of 30,052 days in attendance.

Of the completed cases in the year 1914-1915 ninety-three per cent. were cured, as compared with eighty-seven per cent. in 1912-1913; three per cent. were improved, as compared with five per cent. in 1912-1913; and four per cent. were not improved, as compared with seven per cent in 1912-1913. Glasses were obtained by 28.8 per cent., as compared with 27 per cent in 1912-1913; 11 per cent. were operated on for removal of tonsils, as compared with 7 per cent. in 1912-1913; 35 per cent. submitted to operations for the removal of adenoids, as compared with 11 per cent. in 1912-1913; and 28 per cent. received dental treatment, as compared with 23.5 per cent. in 1912-1913.

This increase in the number of corrections is due primarily to the persistent personal influence of the school nurse, both in the school and in the home, and to the excellent co-operation afforded the school system by the Supervisor of Attendance and his department, also the Newark Dental Association, and other clinics connected with the various hospitals in the city.

RECORD OF COMPLETED CASES

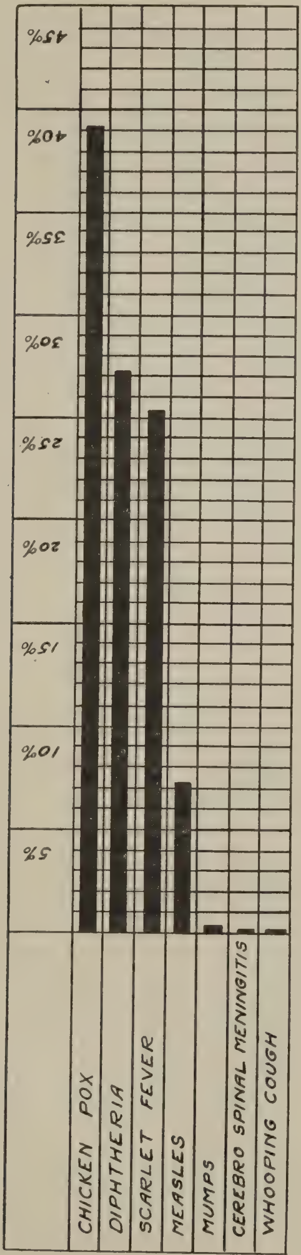
	1914	1915	1914	1915
Number of cases referred for treatment	37,630	48,489		
Number of cases treated by nurse	21,549	31,682		
Number of cases referred to other agencies for correction	16,081	16,807		
Number excluded	3,434	4,547		
Number of days lost in attendance	32,764	34,953.5		
Cured	33,184	45,159	88 %	93 %
Improved	1,527	1,249	4 %	3 %
Not improved	2,119	2,081	8 %	4 %
Number of pairs of glasses obtained	1,181	1,940	26.5%	28.8%
Number of operations for tonsils	324	737	7 %	11 %
Number of operations for adenoids	269	473	18 %	35 %
Number who received dental treatment	3,924	6,157	30 %	28 %

The following table shows the number of days lost by pupils who were not sick, but were quarantined because of contagious diseases in the house:

COMPARISON OF DAYS LOST BECAUSE OF QUARANTINE

	Days Lost		Per Cent.	
	1913-1914	1914-1915	1913-1914	1914-1915
Chicken pox	7,963.5	8,439	.1121	.3917
Diphtheria	6,566.5	5,885	.0925	.2732
Scarlet fever	18,568.5	5,478.5	.2615	.2543
Measles	36,468	1,598	.5135	.0742
Mumps	1,202.5	89	.0169	.0041
Cerebro spinal meningitis	22	30	.0003	.0014
Whooping cough	210.5	24	.0029	.0011
Typhoid fever	17	....	.0003	.0000
Total	71,018.5	21,543.5	1.0000	1.0000

This marked decrease in the number of days lost is due to the decrease in contagious disease, and also to the change in the quarantine rules.


45%
40%
35%
30%
25%
20%
15%
10%
5%
CHICKEN POX
DIPHTHERIA
SCARLET FEVER
MEASLES
MUMPS
CEREBRO SPINAL MENINGITIS
WHOOPING COUGH

OPEN AIR CLASSES

No activity now conducted by the school system has brought about better results and done more for the building up of the children physically than the Open Window Classes as well as the Open Air School. The statistics found below show a splendid improvement brought about in those who are fortunate enough to receive treatment by this means.

I most earnestly urge, therefore, that the Board adhere to the policy of establishing an open air class in every new school building constructed within the city. Greater improvement might be obtained if meals were furnished these pupils, in addition to the milk that they now receive. The results obtained in connection with the work conducted at the Elizabeth Avenue School for Tubercular Children has been very gratifying, considering the poor equipment and the limited floor space that is afforded at present.

I most earnestly urge that as soon as possible the Board carry out its plan to erect a new building to house these pupils, and do away with the waiting list which is now in existence.

SPECIAL CLASSES FOR CHILDREN WITH SPEECH DEFECTS

An investigation conducted this past year, by the Department of Medical Inspection, disclosed the fact that there are four hundred and ninety-six (496) pupils afflicted with defects of speech. This handicap is severe and prevents the progress of these pupils, to say nothing of the embarrassment which it gives to the individual.

I most respectfully recommend, therefore, that special classes, under special teachers, be created, where these pupils may be cured of their defects in speech so that they may take their place with other pupils in the school system. Such classes are now in existence in a number of cities in this country, and are bringing about wonderful results.

The following is a report of the attendance, gain in weight, and haemoglobin, from September, 1914, to July 2nd, 1915, of the pupils in the Open Air Classes:

	Elizabeth Ave. Tbc.	Camden O. A.	Lafayette O. A.	Montgomery O. A.	Morton O. A.
Number of pounds gained by all pupils	300	138.75	86.5	200	265
Number of pounds lost by all pupils	2.5	3.5	....	....	....
Net gain	297.5	135.25	86.5	200	265
Average weight gained by each pupil, pounds	7	3.25	2.5	4.6	4.6
Total gain in haemoglobin of all pupils	265%	1090%	415%	400%	610%
Total loss in haemoglobin of all pupils	50%	....	....	....	....
Net gain	215%	1090%	415%	400%	610%
Average percentage of gain in haemoglobin per pupil	5%	24.22%	10.38%	9.3%	14.2%
Capacity of class	45	30	30	30	30
Average attendance	40	27	24.9	25	25.72
Average enrollment	44	30	27	29	29.41
during the year	70	59	40	43	57

The following statistics, facts and information have been obtained by a careful study of the records of all pupils for the school year, September, 1914, to July, 1915, inclusive:

	Elizabeth Ave. Tbc.	Camden O. A.	Lafayette O. A.	Montgomery O. A.	Morton O. A.
Total enrollment of class for 1915	70	59	40	43	57
Maximum enrollment of class	47	31	30	30	30
Average enrollment for 1914	45	27	....	29	29
Average attendance for 1914	39	24	....	24	23
Average enrollment for 1915	44	30	27	29	29
Average attendance for 1915	40	27	25	25	26
Average age on entrance	10.5 yrs.	9.7 yrs.	10.33 yrs.	10.1 yrs.	9 yrs.
Average height on entrance	51.23 in.	49 in.	48 in.	46 in.	49.2 in.
Average weight on entrance, pounds	59.33	54.5	58.4	56.5	56.5
Number of pounds below normal on entrance (as to height)	342.5	308.9	449.4	54	101.9
Average per cent. of haemoglobin	81%	47.6%	66.63%	69.3%	63.3%
Total number of physical defects	153	191	136	173	182
Average number of physical defects	3.3	4.24	3.5	4	3.2
Average time on roll, months	16.5	5.1	3.5	6	9
Per cent. of enrollment having a family history of tuberculosis	50%	12%	7.5%	11%	12.2%
Per cent. of total enrollment having been in direct contact with tuberculosis	41.33%	12%	....	4%	12.2%
Per cent. of total enrollment having physical signs of tuberculosis	93.3%	1.6%	....	6%	8.7%
Per cent. of total enrollment giving positive reaction to the Von Pirguet Tuberculin Test	77.7%	....	....	....	1%
Per cent. of total enrollment that were subnormal in weight (as to height)	90%	100%	90%	49.7%	66%
Per cent. of total enrollment above normal (as to height)	....	....	5%	13.5%	33%
Per cent. of total enrollment that were normal as to height	10%	....	5%	36.8%	1%
Per cent. of those having physical defects who received treatment directly due to the efforts of the Medical Inspection Department	82.5%	35%	100%	72%	100%
Average gain in haemoglobin	6.2%	24.2%	8.28%	9.3%	10.7%
Average gain in weight, lbs.	6.5%	3.25%	2.16%	4.6%	4.6%
Per cent. of the total enrollment in whom the disease in lungs was arrested	10%	....	....	.06%	....
Per cent. of the total enrollment cured	17.14%	49.15%	20%	44.1%	19%
Per cent. of the total enrollment improved	57.14%	50.85%	72.5%	53.6%	81%
Per cent. of the total enrollment not improved	25.72	....	7.5	2.3	....
Per cent. of the total enrollment that died	....	....	....	2.3	....
Per cent. of the total enrollment that earned promotion	89%	81.5%	62.5%	91%	90%
Per cent. of the total enrollment that failed promotion	11%	18.5%	37.5%	9%	10%
Per cent. of the total enrollment transferred back to their regular classes	11.3%	49.15%	25%	51%	64%

SPECIAL CLASSES FOR CHILDREN PARTIALLY BLIND

I have found, and those who are my assistants have found, that there are a number of pupils who, while not blind enough to be enrolled in the class for blind children as now existing, where the Brail system is used, yet are so defective in eyesight as to be unable to compete with their fellow students who are of normal vision. These pupils should be grouped together in special classes in a room specially chosen, with ideal lighting conditions, with special apparatus so that they may be taught, as far as possible, without the need of using their eyes. Such pupils could be taught to write on the typewriter and could be given extended courses in manual training, domestic arts, etc.

SPECIAL CLASSES FOR PUPILS SUFFERING WITH OR SUSPECTED OF HAVING CONTAGIOUS OR INFECTIOUS EYE DISEASES

The loss of attendance, as compared with the few pupils found to be suffering with, or suspected of having trachoma, is enormous. This loss of attendance could be saved to those pupils entirely if a special class were afforded in which they could be assigned until cured. Were such a class established there not only would be saving in attendance to the school system, but cures would be brought about in a shorter time, for the reason that pupils could be kept constantly under the observation of the school nurse and doctor, avoiding the possibility of their being excluded, as at present, and not receiving treatment with any regularity.

I would recommend, therefore, that a class be established in a section of the city where the greatest number of such pupils are found afflicted.

As to the expense connected with this department, the per capita cost of medical inspection for the year 1913-1914 was forty-eight and two-thirds cents (48 2/3c.) and for the year 1914-1915 the cost was forty-eight and one-sixth cents (48 1/6c.), which is remarkable when it is considered that the efficiency of the department has been so greatly raised, at a lower per capita rate than the previous year.

Respectfully submitted,
GEO. J. HOLMES,
Supervisor of Medical Inspection.

REPORT OF

Supervisor of Attendance

To the Board of Education.

Gentlemen:—There was an increase in the per cent. of attendance during the past school year of one and seven-tenths (1.7) per cent. The per cent. of attendance for the year 1913-1914 was ninety and five-tenths (90.5) per cent., while that of the past year was ninety-two and two-tenths (92.2) per cent.

This is the largest increase in the per cent. of attendance that has ever been shown in any one year since the reorganization of the Attendance Department. It demonstrates very clearly that excellent results can be obtained in securing regular school attendance through close and intelligent co-operation between the principals, the Medical Inspection Department, and the Attendance Department.

The comparatively mild winter was probably responsible for a part of this increase. There were but few days when the smaller children were kept home in any great numbers because of extremely cold or stormy weather. Thus the per cent. in the kindergartens and lower grades shows an increase which while not as large as the total increase is considerably above that of last year.

I give the following table to show the gain in per cent. during the past five years.

1910-1911	89.4 = (95.4)
1911-1912	90. = (96.)
1912-1913	90.4 = (96.4)
1913-1914	90.5 = (96.5)
1914-1915	92.2 = (98.2)

The figures in brackets show the per cent. of attendance as it would have been under the former method of keeping the class registers.

The total number of days present of all pupils during this year was ten million nine hundred forty-seven thousand five hundred sixty-eight and one-half (10,947,568½) days, while that of the preceding year was ten million two hundred seventy-six thousand eight hundred seventy-nine

(10,276,879) days, making a phenomenal increase in the number of days present of six hundred seventy thousand six hundred eighty-nine and one-half (670,689½) days.

The total number of days absent for all reasons, i. e., truancy, carelessness or indifference of parent, pupils kept out to work, sickness, quarantine, lack of clothing, etc., was nine hundred twenty-one thousand one hundred twenty-two and one-half (921,122½) days, while that of last year was one million seventy-three thousand ninety-six (1,073,096) days.

This shows a decrease of one hundred fifty-one thousand nine hundred seventy-three and one-half (151,973½) in the number of days absent during this year. At least one-third of this decrease in the total number of days absent was due to the great decrease in the number of children who were absent on account of quarantine.

The total number of days absent caused by quarantine during the present year was twenty-two thousand four hundred ninety-three (22,493) while that of last year was seventy-four thousand two hundred thirty-eight (74,238) showing a total decrease in the number of days lost through quarantine of fifty-one thousand seven hundred forty-five (51,745) days. This would seem to indicate that the pupils were singularly free from contagious or communicable diseases during this year and reflects great credit upon the Medical Inspection Department.

Thirty-three thousand one hundred twenty-six (33,126) cases of absence, non-attendance, and truancy were referred to the Attendance Department by principals of public schools during the year. Of this number twenty-nine thousand forty (29,040) were returned to public schools, one thousand eight hundred thirty-four (1,834) were granted "age and schooling" certificates, two hundred seventy-three (273) were found to be too ill to return to school, one thousand six hundred fifty-seven (1,657) were found to have moved out of the city, and the remainder was found to have entered parochial and private schools.

Attendance officers made nine thousand eighty-two (9,082) visits to public schools, one thousand two hundred twenty-nine (1,229) visits to parochial and private schools, and forty-eight thousand three hundred thirty-nine (48,339) visits to homes during this year.

Two thousand five hundred seventeen (2,517) cases of absence, non-attendance, and truancy were reported to the Attendance Department during the year by principals of private and parochial schools. Two thousand three hundred thirty-five (2,335) of these pupils were returned to the schools from which they were reported, one hundred forty-six (146) were found to be attending public schools, and the remainder found to be too ill to attend school, to have been granted "age and schooling" certificates, or to have moved out of the city.

The reports of the investigations made by the attendance officers of the total number of cases referred to this department from all sources show that eighteen thousand seven hundred ninety-eight (18,798) or over fifty-two (52) per cent., were directly traceable to carelessness or neglect on the part of the parents, twelve thousand four hundred two (12,402) or over thirty-five (35) per cent., were caused by personal illness, illness of a member of the family or quarantine, one thousand six hundred fifty-five (1,655) or over four (4) per cent., were caused by lack of proper clothing, two thousand one hundred thirty-one (2,131) or only six per cent., were caused by truancy, and the remainder was caused by removals from the city.

In ninety-four (94) per cent. of the cases of absence, etc., caused by parents, the visits of attendance officers were sufficient to cure the evil, but in dealing with the remaining six (6) per cent. of such cases it was necessary to use more drastic measures. One thousand one hundred thirty-nine (1,139) of such parents were summoned to the police courts and formal complaints were lodged against forty-two (42). Of these court cases one thousand one hundred thirty-nine (1,139) were dismissed with a reprimand and warning from the court, thirty-eight (38) were paroled in care of the Supervisor of Attendance, three (3) were fined, and one (1) was sentenced to the County Jail. The latter case was a chronic one in which the parents of the child blamed its delinquency one upon the other. After this department had exhausted all other means of securing proper attendance of the child complaints were made against both father and mother and they were arrested. When they were arraigned before the police magistrate it was decided by the court from the evidence submitted that the mother was the most flagrant offender and she was therefore sentenced to serve ten (10) days in the County Jail. Scarcely any trouble has been experienced in keeping the child in school since her release.

Clothing and shoes were found and provided by the attendance officers for each one of the one thousand six hundred fifty-five (1,655) cases of children who were absent because they lacked proper or necessary clothing and shoes with which to attend school. As in past years this department has been compelled to secure such clothing, etc., through appeals to the Bureau of Associated Charities and by contributions from public-spirited citizens. One citizen alone contributed orders for more than sixty (60) pairs of new shoes to children who were practically barefoot in the middle of winter.

It does seem to me that in a large and progressive city, such as Newark, it should not be necessary for the Attendance Department to depend upon private charity to enable these indigent pupils to attend school. I am firmly of the opinion that a fund should be established either by the Board of Education or by the Poor and Alms Department of the city from which this department might secure funds to procure necessary clothing for children who are unable to secure it in any other way in order that they may be kept in regular attendance at school. Assuredly a very close watch would be kept and as thorough investigations would be made as at present before any of such fund, if established, would be drawn upon by this department.

In many other states and cities such a course is followed and no child is ever allowed to absent itself from school more than a half day because of lack of shoes or clothing. In this city such a fund would cost but a small fraction of one (1) per cent. of the tax rate and I am satisfied that any amount that might be spent would be returned through the allowance made by the state for the additional days attendance of these unfortunate children.

Personal interviews were held by the Supervisor and his assistant with eight thousand four hundred ninety-four (8,494) parents during the year. Many of these interviews were caused by some delinquency of pupils because of which it was necessary to summon the parent to this office in order to impress upon them the necessity of compelling proper conduct on the part of their children. The greater part of these interviews, however, were with parents who desired their children to secure "age and schooling" certificates in order to send them to work, but who for some reason were unable to produce sufficient proofs of the possession by the child of the necessary qualifications which are required by law before an "age and schooling" certificate can be legally issued.

A great number of such appeals are made to this department daily and many sad cases of poverty are uncovered through them. I am very happy to report, however, that although no "age and schooling" certificate has ever knowingly been issued contrary to law by this department, some means have usually been devised to at least alleviate the distress in the family until such time as the pupil has been able to secure the necessary proofs of age, education, and physical ability and has been granted an "age and schooling" certificate. In some of such cases financial aid has been given by the Bureau of Associated Charities, in others by private individuals and very often work has been procured for some member of the family or for the child itself after school hours.

In New York and several other states a fund is provided either by the state or by the State Child Labor Committee (usually a private organization) from which is taken sufficient money to aid any family found to be in sore need because of the fact that a child over the age of fourteen is unable to secure the necessary "working papers" and is compelled to attend school when he or she might otherwise earn at least enough for his or her own support. I most earnestly wish that such an arrangement might be made in this state or city because much valuable time is used by this department in endeavoring to aid such families through private organizations and individuals.

One thousand eight hundred thirty-four (1,834) "age and schooling" certificates have been granted to children between the ages of fourteen and sixteen years who produced proofs of age and educational and physical qualifications as required by law. All of these proofs of age, etc., were sent to the Department of Labor at Trenton and returned by that department to this office where they are kept on file and are easily accessible at all times.

On July 4th, 1914, an entirely new Compulsory Education Law and practically new Child Labor Laws went into effect. Under the provisions of these laws the duty of issuing "working papers," as they were formerly called, was transferred from the State Department of Labor to the school authorities in each school district in the state. The enforcement of these laws does away for all time with the conflict between the Department Labor and the school authorities as to which was the proper department to decide whether a child was of sufficient age, possessed sufficient education, and was physically able to go to work.

Formerly it was only necessary for an employer to secure an affidavit of age made before a notary public, Justice of the Peace, or factory inspector, setting forth that the child was at least fourteen years of age and stating the date, place of birth, and baptism of the child, to which was attached some documentary proof of age in order to relieve himself of all responsibility of employing a child between the ages of fourteen and sixteen years. Under the present laws no employer may legally employ any child between the ages of fourteen and sixteen years of age until he has received and placed on file in his place of business an "age and schooling" certificate issued by the Supervisor of School Exemption Certificates of the Board of Education in the school district in which the child resides. Such "age and schooling" certificates must state that the officer issuing the same has received and placed on file in his office the proofs required by law that the child to whom the certificate is granted has completed at least five yearly grades as prescribed by the State Department of Education, is at least fourteen years of age, has attended school at least one hundred thirty (130) days in the twelve (12) months preceding the date of application, can read and write legibly simple sentences in the English language, is familiar with simple operations in arithmetic up to and including fractions and in addition thereto has been pronounced by the medical inspector of the school at which he or she attends to be in a normal physical condition for a child of its age and able to do the work proposed. The employer must also fill out and send to the office of the Supervisor of School Exemption Certificates (in most cases the principal executive of the Board of Education) an "employers certificate" which states that he (the employer) has given employment to the child named on the certificate after having received an "age and schooling" certificate and that he proposes to employ such child at some specific form of labor and that he will pay said child a certain wage and will immediately return the "age and schooling" certificate to the issuing officer in the event of the child's leaving his employ for any reason.

Obviously the enforcement of these laws has added enormously to the detail work which must be performed by this department but it is more than justified because of the better enforcement of the Compulsory Education Law which is now secured. Under present conditions no child in this city, whether attending public, parochial, or private school, can leave school and be legally employed until he or she has appeared at this office and has been granted an "age and schooling" certificate upon the conditions as stated above, while under former conditions little or no attention was paid to the educational or physical qualifications by pupils of the parochial and private schools many of whom left school just as soon as they were fourteen years of age and secured employment under the "working papers" issued by the Department of Labor.

Of one thousand eight hundred thirty-four (1,834) pupils to whom "age and schooling" certificates were granted nearly sixty (60) per cent. secured employment in factories and workshops, about twenty-five (25) per cent. in stores and other mercantile establishments, twelve (12) per cent. in laundries, in domestic service, and as office boys, one (1) per cent. remained at home to assist in household duties, and I am very happy to report but one (1) per cent. chose the so-called "blind alley" employment such as newsboys, messenger boys, peddlers, etc.

The fact that such a great per cent. of these children secured employment in some occupation which at least affords a possibility of future usefulness and advancement is in my opinion due to the provision of the law which compels them to have secured at least the education which is provided in the first five grades in the elementary school. It is certain that in former years children of fourteen years of age left school when in the second or third grade and such children were not able to secure nor did they particularly desire to procure any employment except in the "blind alley" forms of labor.

This department has paid but little attention to that section of the Compulsory Education Law which provides for the issuance of "age and working" certificates to children between the ages of ten and sixteen years to enable them to work at certain kinds of employment during hours when they are not compelled to be at school for the reason that there is a direct conflict between the provisions of this section and the Child Labor Laws. Section 13 of the Compulsory Education Law provides that an "age and working" certificate may be granted under certain conditions to any child over the age of ten years and permits such child to be employed in certain forms of labor during hours when the child is not compelled to be in attendance at school while the Child Labor Laws prohibit the employment at any time of any child under the age of fourteen years in any factory, work-shop, or "mercantile" establishment and "mercantile establishment" is defined by the same law as being *any* form of *employment* other than in a factory or work-shop. These laws also prohibit the employment of children under sixteen years at any time or at any form of employment unless such child has secured an "age and schooling" certificate.

It seems to me that it would be absolutely absurd for this department to issue a certificate to a child between the ages of ten and sixteen years which apparently permitted his employment when anyone who should employ such child would be directly violating the provisions of the Child Labor Law.

I protested against this section of the Compulsory Education Law before its passage but was overruled. I think that any attempt at a practical application of it, however, has clearly shown its absurdity and I hope that it may be amended during the next session of the Legislature.

Complaint was made by this department in the police court against one parent who was found to be employing two sons of ten and twelve years of age respectively on a milk wagon every night from eleven o'clock until seven in the morning. The magistrate before whom this case was tried reserved decision and resigned before any decision was given so that the man escaped punishment but the object of the department was attained as the father immediately ceased employing these children at night and they were enabled to obtain sufficient sleep to allow them to keep awake during the day and do their proper amount of work in the classroom.

One hundred thirty-nine (139) cases of pupils who were suspended by principals of public schools were investigated and dealt with by the Supervisor. Seventy-four (74) of these suspended pupils were, after consultation with the principal of the school from which they were suspended and with the parents, transferred to other graded schools for further trial, thirty-two (32) were transferred to Ungraded Schools, twenty-five (25) given further trial at the school from which they were suspended, three (3) left the public schools and entered parochial or private schools, four (4) were found to be over age, and one (1) moved from the city. Eleven (11) of such suspended pupils who were transferred to other schools failed to make good and were afterward sent to Ungraded Schools. All suspended pupils who were given further trial at their own schools or transferred to other schools were placed on probation and compelled to report weekly at this office.

One hundred forty-four (144) boys were recommended for transfer to an Ungraded School by principals of public schools during the year. After consultation with the principal and parents fifty-one (51) boys were so transferred, eighty-one (81) were transferred on trial to schools other than the one from which they were recommended, eight (8) were reinstated for further trial, one (1) was placed by his parents in a parochial school, two (2) were found to be over age, and one (1) was sent directly to the City Home. Seven (7) boys were transferred to Ungraded Schools after they had failed to make good in graded schools, one (1) was sent from the Ungraded School to the City Home, and one (1) was sent to the State Home for Boys by the Juvenile Court.

Splendid work has been accomplished in the Ungraded, or as they are called by law Special Grade Schools, during this year. All three (3) of these schools have been filled to their capacity and many boys who should have been sent to these schools were kept in regular graded classes because of lack of room. This was extremely unfortunate because such boys are very apt to try to destroy the discipline of the class and place a heavy burden upon the teacher.

Through the ability and untiring zeal of the principals and teachers of these schools many boys thought to be entirely incorrigible have been made to realize the error of their ways and have been returned to regular classes without giving further trouble. The general spirit of the boys and the discipline in these schools would, I am sure, compare favorably with the average graded school. In the South Tenth Street Ungraded School (No. 1) and the Chestnut Street Ungraded School (No. 2) the boys are given considerably more manual training and physical training than is given in the regular grades and in addition are kept up to grade in the regular elementary studies. The noon meal, which is prepared and served by the boys themselves, has been a great factor in building up many of these boys physically, and with better physical health has come better thoughts so that indirectly it has served to aid greatly in their reformation.

I am looking forward to a great increase in the number of boys who will be helped when the new school which has been provided for in this year's budget to house the Academy Street Ungraded Class is built. Up to this time that school has lacked about every facility which might serve as a help to the teacher and it is only because of her exceptional ability and understanding that she has been able to obtain such good results in the reformation of the boys who have been sent to her class. I sincerely hope that great consideration will be given to the plans for this new building and that it may become a model for this important work.

It has become generally recognized by Compulsory Education Officers throughout the country that a complete and reliable school census aids greatly in securing the attendance of all pupils who come within the provisions of the law.

I am fully of the opinion that a complete card catalogue map of this city could be made up and a continuous school census maintained so that it would be a simple matter to know the address of any child in the city and for the officers of the Attendance Department to know what each child is doing i.e., whether legally employed or what school they attend. This could be done I am sure without the necessity of hiring special enumerators (as in other states and cities) and without a very great amount of expense through the co-operation of the principals and teachers and the Attendance Department.

A good start has already been made in that direction but lack of room and help in the office of the Attendance Department has prevented the work being carried on to my satisfaction. I am awaiting with keen interest the final figures in the state census which has recently been taken of the population of this city for I am of the opinion that these figures will show that Newark has the largest per cent. of its entire population enrolled and in attendance at the public schools of any city in this country.

I give below a tabulated summary of the work of the department during the entire school year.

No. of cases of truancy reported by principals of public schools	2,131
No. of cases of absence reported by principals of public schools	30,638
No. of cases attending no school reported by principals of public schools	357
No. of cases of truancy, etc., reported by principals of other schools	2,517
No. of visits to public schools by attendance officers	9,082
No. of visits to other schools by attendance officers	1,229
No. of visits to homes by attendance officers	48,339
No. of legal notices served	1,475
No. of parents summoned to Criminal Court	1,139
No. of parents and guardians prosecuted and convicted	42
No. of pupils returned to public schools by attendance officers	29,040
No. of pupils returned to other schools by attendance officers	2,335
No. of children found on the street and taken home by attendance officers	633
No. of children found on the street and taken to school by attendance officers	1,295
No. of transfer cards investigated by attendance officers	7,225
No. of "age and schooling" certificates issued	1,834
No. of cases of absence found to be caused by illness	12,129
No. of cases of absence found to be caused by lack of clothing	1,655
No. of boys recommended for transfer to Ungraded Schools	144
No. of boys transferred to Ungraded Schools	102
No. of boys recommended for commitment to Newark City Home	11
No. of permits and badges issued to newsboys	105

I desire to thank the Board of Education and the City Superintendent for their hearty support during the year, and to express my gratitude to the principals of both public and parochial schools for the hearty co-operation which has made the excellent attendance of this year possible. I also desire to acknowledge my appreciation of the generous aid and co-operation extended to me by the Courts, the County Probation Department, the Bureau of Associated Charities, and the Superintendent of the Newark City Home.

Respectfully submitted,

CHAS. A. MACCALL,
Supervisor of Attendance.

Newark, August 1, 1915.

CONSTRUCTION DEPARTMENT

Report of Supervising Architect

To the Board of Education.

Gentlemen: The following buildings have been completed during the past year:

An addition of sixteen classrooms, gymnasium and auditorium to the North Seventh Street (Garfield) School, together with the replacing of a non-fireproof stairway in the old part of the building with a reinforced concrete fireproof stairway provided with smokeproof doors, greatly eliminating risks from fire panic in the old part of the building.

An addition of twenty-eight class rooms and a gymnasium at the Lafayette School completes the rebuilding of this school as contemplated in 1909 when the first part of the reconstruction was undertaken. A very attractive setting has been obtained for this building by planting and sodding the yard spaces in front of same.

An addition of eighteen classrooms, auditorium and gymnasium at the Thirteenth Avenue (Robert Treat) School, completes a building on four sides of a large interior court. This court is proving to be very satisfactory and being cement paved over its entire area, forms an ideal yard for supervised play during good weather, as it is protected from the cold winds of winter. The auditorium is of especial interest, having a large gallery giving a total seating capacity for the room of 930. In designing this building it was found possible to provide very good street access to the auditorium, which, together with its large seating capacity and the central location of the school, makes an ideal auditorium for the various needs incidental to the wider use of school buildings.

A new building of fifteen classrooms, auditorium and gymnasium has been built for the McKinley School, forming one wing of what in the future will be a building arranged about three sides of a large central court facing the street. The plan and exterior appearance of this building are of a different type from any heretofore built in this city. This school being located in a congested neighborhood with no local playground spaces available for the great number of children, it was decided to raise the first class room floor well above the yard level, supporting the outside walls of the building on arches and piers, thereby creating a large play court, open on three sides, under almost the entire area of the classroom portion of the building. The exterior of the building has been finished in white stucco, trimmed with brick and colored tiles and capped with a decoratively painted cornice, recalling some of the attractive characteristics of Italian buildings, in harmony with local sympathies, as the children of this school are predominantly of Italian extraction.

At the Barringer High School a much needed improvement has been made by building a new stage with its proscenium arch trim in the auditorium. This room had not heretofore been provided with adequate stage facilities for a school of its size and importance. The light court walls have been painted and have improved the interior appearance of the school to a great extent.

At the Central High School, the interior of the fourth story has been completed to meet the demands of the large increase in enrollment, and has consequently provided accommodations for about 500 additional pupils.

Except for the new features at the McKinley School above referred to, the buildings generally have followed the developments of recent years. Materials and general construction have been generally standardized to give the best results.

In order to meet the growing importance and use of the stereopticon and moving picture machine in school work, the auditoriums of the North Seventh Street, McKinley, Thirteenth Avenue and Barringer High Schools have been provided with moving picture booths, forming permanent parts of the structures and designed in harmony with the rooms in which they occur. Such booths will hereafter be provided for in all new auditoriums.

Respectfully submitted,

E. F. GUILBERT,

Supervising Architect.

REPORT OF

Supervising Engineer

To the Board of Education.

Gentlemen:—The standardizing and systematizing of our work which has been going on from year to year, has naturally resulted in a material cutting down of the force necessary to handle same. It is notable therefore that the work of the past year has been carried on by a remarkably small force of employees for a department of this kind.

It is notable, also, that the salary increases for the past several years have been almost negligible. This is due in a large measure to the department's desire to turn out better work and as cheaply as possible.

The work this year has been for the most part of a very difficult character, being composed principally of additions to old buildings. Usually speaking, about twice the amount of time is required on this character of work as is required on new buildings.

Besides attending to this regular routine work, the department has found time to inaugurate some new methods towards a better co-operation between the various contractors and to keep in touch with recent evolutions in the equipment and operation of school buildings.

In behalf of the first named undertaking, we are glad to be able to report that means have been devised whereby the engineering contractors may get their work in without seriously delaying other contractors. This has been accomplished by first seeing that the other contractors prepare as early and as completely as possible for the reception of the equipment and then that the equipment contractors follow up as closely as possible. As a result there have been no serious delays from this source during the entire year.

In matters of design, we have not found it advisable to depart very far from our established practices. Perhaps the most important departure consists in the heating and ventilating of assembly rooms and community rooms separately from the remainder of the school, in the interest of flexibility and the growing requirements for the separate use of these rooms in the wider use of school buildings.

A number of improvements have been made in the minor details. Some of these are, however, of the greatest importance to the proper operation and appearance of the schools. For instance, radiator supports have been changed to an adjustable type so as to prevent leaky radiators; finishing plates, to a mechanically secured type, so as to prevent misplaced and unsightly plates around pipes; thermostats, to an adjustable type, where required, for cutting off heat in parts of building not in use; covering, to an all-sewed canvas instead of part sewed and part banded, so as to give a more uniform appearance; ventilators, to a rectangular type, so as to present a better appearance; urinal overflows, to a non-stepable type; and a number of other items of this character.

There are a number of evolutionary ideas such as the "re-circulation of air for ventilation," "individual air supplies for pupils," "open window systems of ventilation," "variable class room temperatures and degrees of humidity," all of which are being tried out in various localities. Such experiments are being watched very closely, but none of these systems are as yet in any condition to be tried in Newark Schools.

A great deal of time and study has been given to the matters of operation, with the result that several new ideas will be put into service this season.

One of these is designed to alleviate the discomfiture from fetid air conditions in class rooms and to prevent the unnecessary waste of heat through the opening of windows. Another is to prevent if possible a few of the colder blooded teachers in most every school building from requiring an abnormal amount of steam on the entire building, thereby wasting heat and sapping the vitality of pupils.

We find in this connection that there is a lot of loose thinking and talk about the unsatisfactory features of modern ventilation. It is our judgment in such matters that existing systems when properly operated are quite adequate and of the best character that can be had within reasonable costs as at present established. It is hoped that such irresponsible criticism as yet exists will soon give way to a better understanding of the subject by all concerned.

The innovations which were inaugurated last year, namely, the regular installation of air washers and the ventilation of assembly rooms by the up-draft system are proving quite successful. We have heard numerous favorable comments in favor of the humidified schools by principals and teachers, who have tried both.

An extensive tabulation of the operating costs and conditions in the various school buildings has been made and will be used for improvements in economy and efficiency of operation.

JANITORS

During the past year considerable time has been spent in giving janitors special instruction in the operation of their plants, with the result that the plants in some of the buildings are being operated with greater efficiency at the present time than ever before.

For the ensuing year we have planned to carry this special instruction somewhat further by lectures delivered to the janitors at the meetings of their association and by actual demonstrations at the buildings.

The manner in which the janitors have co-operated with us in following out our suggestions and ideas has been very gratifying.

It might be interesting to the members of the Board to know that the Janitors' Association has appointed several committees with the object of improving their efficiency. For instance, they have a visiting committee, whose duty it is to visit the schools periodically and exchange ideas for their mutual betterment.

They also have a committee whose duty it is to visit schools of other cities so that they may become familiar with any new ideas which might prove beneficial to them. These committees of course report their findings to the association, and the matters are made subject of discussion.

I wish that the members of the Board might find occasion to drop in at some of the meetings of the Janitors' Association, for the purpose of seeing for themselves what efforts are being made to maintain the standard of janitorship in this city.

REPAIRS

Following are appended two tables showing the cost of the repair work done by the Repair Department of the Engineering Division for the year July 1st, 1914 to July 1st, 1915.

Table No. 1 shows the repairs done by contractors on orders issued by this department. Table No. 2 shows repairs done by the Repair Department.

These tables are interesting, in that they indicate very clearly which schools require more attention than others.

Respectfully submitted,

GEO. W. KNIGHT,
Supervising Engineer.

TABLE NO. 1—SHOWING COST OF REPAIRS MADE BY CONTRACTORS FOR THE SCHOOL YEAR, ENDING JUNE 30, 1915

SCHOOLS	REPAIRS		HEATING		Total No. Jobs	Total Cost
	No. Jobs	Cost	No. Jobs	Cost		
Barringer High	4	$ 27.92	9	$ 849.68	13	$ 877.60
Central High	12	647,89	5	696.01	17	1,343.90
East Side High	4	337.08	2	79.00	6	416.08
South Side High	1	58.17	3	51.33	4	109.50
Abington Avenue	2	20.45	7	231.45	9	251.90
Alyea Street	2	45.42	....	....	2	45.42
Alexander Street	1	31.03	1	15.75	2	46.78
Ann Street	....	....	5	365.52	5	365.52
Avon Avenue	1	8.58	4	254.92	5	263.50
Belmont Avenue	13	665.08	6	364.41	19	1,029.49
Bergen Street	7	159.74	5	237.81	12	397.55
Berkeley	2	46.97	3	102.72	5	149.69
Bruce Street	1	50.65	2	142.65	3	193.30
Burnet Street	6	92.95	6	411.25	12	504.20
Camden Street	4	29.93	4	161.04	8	190.97
Campbell Street	6	654.07	....	....	6	654.07
Carteret	2	6.50	....	....	2	6.50
Central Avenue	7	79.47	5	184.13	12	263.60
Charlton Street	2	56.88	2	49.80	4	106.68
Chestnut Street	1	10.60	6	140.98	7	151.58
Cleveland	6	47.75	4	139.67	10	187.42
Dayton	....	....	1	185.40	1	185.40
Elizabeth Avenue	2	12.65	1	11.60	3	24.25
Eighteenth Avenue	4	89.10	4	347.81	8	436.91
Eliot	....	....	4	181.27	4	181.27
Fifteenth Avenue	6	57.95	6	198.05	12	256.00
Fourteenth Avenue	1	2.23	2	83.90	3	86.13
Franklin	4	86.23	5	332.46	9	418.69
Garfield	5	144.92	5	115.29	10	260.21
Girls' Industrial	19	796.38	....	....	19	796.38
Hamburg Place	6	67.55	3	348.30	9	415.85
Hawkins Street	3	32.15	2	77.25	5	109.40
Hawthorne	4	559.26	4	116.64	8	675.90
Lafayette	5	77.63	2	171.71	7	249.34
Lawrence Street	1	20.44	3	154.85	4	175.29
Lincoln	1	275.00	2	8.40	3	283.40
Madison	5	164.71	4	83.36	9	248.07
Market Street	1	8.32	....	....	1	8.32
Miller Street	6	58.14	7	125.25	13	183.39
Monmouth Street	2	43.72	2	180.60	4	224.32
Montgomery	2	83.60	2	54.15	4	137.75
Morton Street	4	135.73	4	118.79	8	254.52
Newton	7	38.70	2	80.35	9	119.05
Open Air	2	4.35	2	14.58	4	18.93
Ridge	3	88.76	5	477.92	8	566.68
Robert Treat	5	38.53	6	422.54	11	461.07
Roseville Avenue	1	46.65	1	11.95	2	58.60
State Street	2	35.85	....	....	2	35.85
Seventh Avenue	6	113.28	6	103.63	12	216.91
South Street	4	200.37	1	63.37	5	263.74
South Eighth Street	4	155.88	4.	87.25	8	243.13
South Market Street	3	21.46	4	250.64	7	272.10
South Tenth Street	3	163.12	2	99.42	5	262.54
Summer Avenue	3	10.70	3	70.85	6	81.55
Summer Place	1	31.14	5	62.36	6	93.50
Sussex Avenue	5	62.65	3	88.88	8	151.53
Warren Street	4	120.69	3	182.19	7	302.88
Washington Street	....	....	2	19.50	2	19.50
Waverly Avenue	4	35.90	4	504.96	8	540.86
Webster	6	161.32	2	79.55	8	240.87
West Side	3	74.95	....	....	3	74.95
Boys' Industrial	2	533.08	1	348.33	3	881.41
Academy Street Ungraded	2	70.25	....	....	2	70.25
Ungraded No. 1	1	5.82	....	....	1	5.82
Ungraded No. 2	1	3.85	....	....	1	3.85
	237	$7,810.14	198	$10,341.47	435	$18,151.61

TABLE NO. 2—SHOWING COST OF REPAIRS MADE BY REPAIR DEPARTMENT FOR THE SCHOOL YEAR, ENDING JUNE 30, 1915

SCHOOLS	REPAIRS		HEATING		Total No. Jobs	Total Cost
	No. Jobs	Cost	No. Jobs	Cost		
Barringer High	11	$ 137.51	13	$ 184.52	24	$ 322.03
Central High	22	235.31	3	34.71	25	270.02
East Side High	11	123.99	3	136.93	14	260.92
South Side High	5	62.85	1	25.68	6	88.53
Abington Avenue	9	61.49	3	12.10	12	73.59
Alexander Street	2	13.49	4	69.34	6	82.83
Alyea Street	6	40.36	....	....	6	40.36
Ann Street	9	63.26	6	77.22	15	140.48
Avon Avenue	13	182.81	2	38.62	15	221.43
Belmont Avenue	14	69.70	9	104.45	23	174.15
Bergen Street	8	72.65	8	49.42	16	122.07
Berkeley	2	151.28	1	36.38	3	187.66
Bruce Street	5	89.74	4	17.30	9	107 04
Burnet Street	14	81.72	12	128.08	26	209.80
Camden Street	16	132.31	3	12.83	19	145.14
Carteret	7	38.45	2	17.99	9	56.44
Central Avenue	19	139.60	5	36.41	24	176.01
Charlton Street	12	74.95	6	31.54	18	106.49
Chestnut Street	8	98.18	2	9.32	10	107.50
Cleveland	1	11.33	1	4.09	2	15.42
Coe's Place	5	17.39	3	28.84	8	46.23
Eighteenth Avenue	11	104.73	1	20.98	12	125.71
Elizabeth Avenue	8	43.98	3	10.54	11	54.52
Eliot	3	19.53	1	27.75	4	47.28
Fifteenth Avenue	5	30.15	7	113.45	12	143.60
Fourteenth Avenue	8	109.02	1	2.32	9	111.34
Franklin	10	99.37	4	31.11	14	130.48
Garfield	8	52.31	6	51.17	14	103.48
Girls' Industrial	17	189.30	1	7.82	18	197.12
Hamburg Place	12	156.24	6	56.31	18	212.55
Hawkins Street	15	136.49	2	60.62	17	197.11
Hawthorne	8	116.01	4	39.20	12	155.21
Lafayette	10	99.10	3	37.42	13	136.52
Lawrence Street	2	17.87	1	4.47	3	22.34
Lincoln	3	21.09	2	38.62	5	59.71
Livingston Street	1	2.56	....	....	1	2.56
Madison	7	96.00	8	94.65	15	190.65
Market Street	2	12 00	....	....	2	12.00
Miller Street	6	85.86	7	82.38	13	168.24
Monmouth Street	16	305.97	11	60 83	27	366.80
Montgomery	7	71.91	3	23.63	10	95.54
Morton Street	3	45.85	7	208.18	10	254.03
Newton	16	91.10	4	58.84	20	149.94
Open Air	1	2.61	3	59.68	4	62.29
Ridge	5	66.44	1	9.04	6	75.48
Robert Treat	15	91.21	3	21.28	18	112.49
Roseville Avenue	3	109.76	3	12.45	6	122.21
Seventh Avenue	19	229.56	10	94.59	29	324.15
State Street	5	75.19	2	14.24	7	89.43
South Street	14	60.47	3	41.09	17	101.56
South Eighth Street	9	180 86	12	187.54	21	368.40
South Market Street	5	50.49	....	....	5	50.49
South Tenth Street	6	49.83	11	83.31	17	133.14
Summer Avenue	6	104.70	10	92.92	16	197 62
Summer Place	7	60.74	2	7.76	9	68.50
Sussex Avenue	12	95.17	4	12.73	16	107.90
Walnut Street	4	27.39	2	21.72	6	49.11
Warren Street	17	156.62	1	3.70	18	160.32
Washington	1	7.22	7	46.90	8	54.12
Waverly Avenue	5	37.49	3	17.52	8	55.01
Webster	5	50.37	8	96.74	13	147.11
West Side	4	23.40	3	11.76	7	35.16
Boys' Industrial	6	90.15	1	9.35	7	99.50
Academy Street Ungraded	3	17.02	....	....	3	17.02
Fawcett Drawing	2	6.01	....	....	2	6.01
Ungraded No. 1	4	37.78	....	....	4	37.78
Ungraded No. 2	3	38.83	....	....	3	38 83
Physical Training Field	2	115.00	....	....	2	115.00
Repair Shop	6	38.90	....	....	6	38 90
Miscellaneous	3	27.81	2	49.57	5	77.38
	549	$5.656.03	264	$2.979.95	813	$8 635.98

DIRECTORY OF PRINCIPALS

SCHOOL	PRINCIPAL	ADDRESS
Barringer High	Wayland E. Stearns	128 Lincoln Ave.
Central C. & M. T. High	William Wiener	62½ Nelson Pl.
East Side C. & M. T. High	Eli Pickwick, Jr.	624 Ridge St.
South Side High	Thomas F. Kennedy	255 Grafton Ave.
Abington Avenue	Charles E. Reber	31 Ninth Ave.
Alexander Street	Evan D. Edwards	225 Smith St.
Avon Avenue	Walter W. Shaffer	656 Parker St.
Belmont Avenue	Charles H. Gleason, Jr.	555 Summer Ave.
Bergen Street	Morris Bamberger	43 Ingraham Place
Berkeley	S. Louise Clark	11 Miller St.
Blum Street	Arnold Voget	115 Florence Ave., Irv.
Bruce Street	K. S. Blake	524 Ridge St.
Burnet Street	Frank H. Hanson	141 Heller Parkway
Camden Street	Hoyt H. Tucker	411 Richmond Ave., S. O.
Carteret	J. Alfred Wilson	Dunellen, N. J.
Central Avenue	Benjamin C. Miner	10 Irving Pl., Summit
Charlton Street	John C. McLaury	42 S. Maple Ave., E. O.
Chestnut Street	William L. Heineken	13 Clinton Place
Cleveland	Edgar S. Pitkin	70 North 15th St., E. O.
Dayton	S. Louise Clark	11 Miller St.
Eliot	Charles Grant Schäffer	18 Hedden Terrace
Elizabeth Avenue	Alexander J. Glennie	62 Mapes Ave.
Fifteenth Avenue	Corliss F. Randolph	76 South 10th St.
Fourteenth Avenue	Stephen B. Gilhuly	1043 Hunterdon St.
Franklin	Arthur G. Balcom	167 Mt. Prospect Ave.
Garfield	Thomas T. Collard	280 Summer Ave.
Hamburg Place	Fred W. Fort	227 North 6th St.
Hawkins Street	Warren A. Roe	67 Seymour Ave.
Hawthorne	Robert A. MacDonald	95 Renner Ave.
John Catlin	John M. Gibbs	10 East Park St.
Lafayette	George Ripley Pinkham	79 Lincoln Park
Lawrence Street	Frank H. Hanson	141 Heller Parkway
Lincoln	Gray M. Moreland	28 Delaware Ave., S. O.
Madison	Samuel H. McIlroy	64 Van Ness Place
McKinley	Walter J. Greene	258 North 7th St.
Milford	S. Ervin Manness	625 Mt. Prospect Ave.
Miller Street	Alexander J. Glennie	62 Mapes Ave.
Monmouth Street	William A. Dougall	Bowdoin St., Maplewood
Montgomery	Thomas K. McClelland	35 Treacy Ave.
Morton Street	Otto H. Schulte	160 Ward Pl., S. O.
Newton	Claude L. West	833 DeGraw Ave.
Ridge	Clara Zahn	53 South St.
Robert Treat	Martin L. Cox	320 Clifton Ave.
Roseville Avenue	Harold H. Phillips	33 Watsessing Ave., Blmfd.
South Street	Frank L. Mead	909 South 17th St.
South Eighth Street	Wilhelm B. Hoenemann	264 South 8th St.
South Market Street	Raymond B. Gurley	40 Park Ave., E. O.
South Tenth Street	Arnold Voget	115 Florence Ave., Irv.
Summer Avenue	Clinton D. Brownell	148 Delavan Ave.
Summer Place	Charles Grant Schäffer	18 Hedden Terrace
Sussex Avenue	James Eggenberger	25 North 6th St.
Walnut Street	S. Fannie Carter	35 Park St.
Warren Street	Warren O. Hager	81 Sterling Ave., S. O.
Washington Street	Harry F. Stauffer	55 South 10th St.
Waverly Avenue	Karl G. Schmidt	19 Farley Ave.
Webster	George I. Brinkerhoff	434 Third Ave.
West Side	Bartholomew F. Monaghan	349 South 11th St.
Boys' Industrial	James E. Dougan	21 Heller Parkway
Girls' Industrial	Griselda Ellis	17 Pennington St.
Ungraded No. 1	Mrs. Ella B. Behrendt	10 Randolph Place
Ungraded No. 2	Mrs. Mary E. Gorman	309 Belleville Ave.
Academy St., Ungraded	M. Ida Dean	729 Ridge St.
School for the Deaf	Grace L. Wright	168 Delavan Ave.

DIRECTORY OF SUPERVISORS

RANK	NAME	ADDRESS
General Supervisor......	Margaret McCloskey.....	72 Clinton Ave.
Director of Manual Arts.	Hugo B. Froehlich......	81 Lenox Ter., Blmfd.
Supervisor of Shops.....	John J. Hatch..........	16 Weequahic Ave.
Ass't Sup'r of Man. Trg.	Mrs. Mary G. Zehlein...	50 Harrison Pl., Irv.
Supervisor of Drawing ..	Eva E. Struble.........	203 North 7th St.
Ass't Sup'r of Drawing..	Mabel J. Chase.........	39 Hampton Pl., Nutley
Special Teacher of Dra'g	Sarah H. Robottom......	796 Montgomery St., J. C.
Special Teacher of Dra'g	Lillian L. Thorpe.......	205 North 7th St.
Sup'r of Domestic Art..	Carrie V. Stephens......	6 DeForest Ave., Summit
Ass't Sup'r of Dom. Art.	Josephine A. Belcher....	571 Summer Ave.
Ass't Sup'r of Dom. Art.	Mrs. Margaret J. Durie..	94 Second Ave.
Sup'r of Dom. Science...	Mary L. Caufield.......	825 South 11th St.
Supervisor of Music....	Louise Westwood.......	17 Pennington St.
Ass't Sup'r of Music....	Florence L. Haines......	287 Montclair Ave.
Ass't Sup'r of Music....	Mrs. Belle T. Sutherland	385 Belmont Ave.
Ass't Sup'r of Music....	Jennie L. Gifford.......	48 Walnut St.
Director of Physical Trg.	Randall D. Warden.....	67 Treacy Ave.
Sp'l Teacher of Ph. Trg.	Ernest H. Seibert.......	150 Broad St.
Sp'l Teacher of Ph. Trg.	Lester A. Palmer.......	87 Lehigh Ave.
Sp'l Teacher of Athletics.	Joseph A. D'Angola.....	21½ High St.
Supervisor of Classes for Defectives...........	Meta L. Anderson......	53 Wash'ton Sq., N. Y. C.

SCHOOL DIRECTORY
BUILDINGS

SCHOOL	Location	Erected	Enlarged	Class Rooms	Janitor	Address
Normal (new)	Belleville and Fourth aves.	1912-13		20	Thomas F. Quinn	558 Central ave.
Barringer High	Sixth ave., Parker and Ridge sts.	1897-98		39	Wm. Keppler	281 North 5th st.
Central C. & M. T. High	High and New sts.	1911-12	1915	21	James M. Tomey	26 Beverly st.
East Side C. & M. T. High	Van Buren and Warwick sts.	1910-11		12	William J. Quinn	83 Ann st.
South Side High	Johnson ave. and Alpine st.	1913		30	Frederick W. Losaw	128 Sherman ave.
Abington Avenue	Abington ave., cor. North Seventh st.	1900	1906-7-13	25	Christian Siegwarth	727 North Sixth st.
†Alexander Street	Alexander st., near South Orange ave.	1905		16	Walter H. Rolph	38 Sunset ave.
Avon Avenue	Avon ave., opposite Seymour ave.	1905-6	1906-7-10	34	Eugene J. Hancock	31 Seymour ave.
Belmont Avenue	Belmont ave., corner West Kinney st.	1905-6	1908	44	John Bechtold	725 South 17th st.
Bergen Street	Bergen st., corner Bigelow st.	1900	1903-8	38	Frank J. Marckstein	222 Chadwick ave.
Berkeley	Peshine ave., near Watson ave.	1911		17	Wm. J. McCrystall	12 Chadwick ave.
*Blum Street	Blum st., near South Tenth st.	1907		2	Hannah Menschner	31 Blum st.
Bruce Street	Bruce st., near Bank st.	1897-98	1899	16	John Vollmer	15 Quitman st.
Burnet Street	Burnet st., bet. Orange and James sts.	1868-69	1906-7-14	32	John H. Jordan	28 Clay st.
Camden Street	Camden st., near Sixteenth ave.	1883-84	1900	23	William Wiggins	377 Fairmount ave.
Carteret	Oliver st., near Pacific st.	1889	1903-15	22	Martin O'Connor	18 Isabella ave.
Central Avenue	Central ave., corner Dey st.	1871-72	1903-13	26	John Callan	16 Jay st.
Charlton Street	Charlton st., corner Waverly ave.	1895	1899-1903	37	Adolph Saupe	20 Somerset st.
Chestnut Street	Chestnut st., near Mulberry st.	1859-60	1870-1900	21	Jacob Conley	18 Scott st.
Cleveland	Bergen st. and Seventeenth ave.	1912		37	Joseph Amberg	870 South Fourteenth st.
§Coe's Place	Coe's place, near Marshall st.	1913		8	Charles E. Meehan	164 Chestnut st.
‡Dayton	Dayton st., near Ludlow st.	1902		2	Mrs. John Peter	50 Evergreen ave.
Eliot	Elliot st., corner Summer ave.	1871	1890-5-6-1905-6	24	Miles I. Coeyman	155 Grafton ave.
Elizabeth Avenue	Elizabeth ave., cor. Bigelow st.	1869	1895	6	John W. Moore	166 Elizabeth ave.
Fifteenth Avenue	Fifteenth ave., corner Fifteenth st.	1895	1897	26	William McGann	149 South Eighth st.
Fourteenth Avenue	Fourteenth ave., cor. South Ninth st.	1905-6	1909	26	John Miller	369 South Ninth st.
Franklin	Park ave., corner Cutler st.	1889	1895-1903-6-7	31	Geo. W. Janifer	172 Parker st.
Garfield	North Seventh st., near Park ave.	1893-94	1897-1914	33	George Schnarr	185 Fourth st.
Hamburg Place	Hamburg place, near Ferry st.	1881-82	1885-6-1900-6-7	32	Mrs. Marg't Weckenmann	23 Wall st.
Hawkins Street	Hawkins st., near Ferry st.	1887-88	1904	16	Wm. J. Alexander	35 Geneva st.
‡Hawthorne	Hawthorne ave., near Clinton pl.	1897	1900-8-14	30	F. W. Shortman	433 Hawthorne ave.
John Catlin	Ann st., bet. New York ave. and Elm st.	1891-92	1897	20	Thomas H. Dillon	65 Ann st.
Lafayette	Lafayette st., corner Prospect st.	1848-49	1863-1870-1-1881-4-1904-9-14	40	Chas. A. Offinger	593 Bergen st.
Lawrence Street	Lawrence st., foot of Clinton st.	1872-73	1890	12	Michael Gaffney	79 New York ave.
Lincoln	Richelieu terrace, near Cliff st.	1908		12	Philip Alexander	35 Geneva st.
Madison	South Sixteenth st., cor. Madison ave.	1904-5	1910	27	Chas. Morgenstern	12 Seymour ave.
Market Street	Market st., opposite Court House	1847	1883	6	Alfred Hayford	226 South Eleventh st.

SCHOOL	Location	Erected	Enlarged	Class Rooms	Janitor	Address
McKinley (old)	Seventh ave., cor. Factory st.	1899	1904-10	39	Carmine Filipone	200 Eighth ave.
McKinley (new)	Eighth ave., corner Factory st.	1915		12	Bernard E. Wilde	164 Sherman ave.
Milford	Eighteenth ave., cor. Livingston st.	1871	1900	25	Robert O'Brien	19 St. Francis st.
Miller Street	Miller st., near Sherman ave.	1880-81	1887-8-1900-13	34	John D. Voget	179 Jelliff ave.
Monmouth Street	Monmouth st., near Spruce st.	1885-87	1896	25	Edward Kiernan	44 Monmouth st.
Montgomery	Montgomery and Broome sts.	1910-11		23	Joseph Bonscher, Jr.	63 Jacob st.
Morton Street	Morton st., corner Broome st.	1851	1861-9-1881-1898-1909	42	James F. Smith	74 South Seventh st.
Newton	Newton st., near South Orange ave.	1866-67	1868-1871-72-1900-1904-13	42	Manning H. Miller	177 South Orange ave.
Ridge	Ridge st., near Montclair ave.	1910-11		15	Geo. W. Huntley	740 Ridge st.
Robert Treat	Thirteenth ave., cor. Richmond st.	1887-88	1891-2-1903-6-7-15	53	Carey Johnston	99 Eleventh ave.
Roseville Avenue	Roseville ave., near Orange st.	1883-84	1903	11	Otto Kern	162 South Eighth st.
South Street	South st., corner Hermon st.	1883-84	1900	20	Joseph Wincklhofer	361 Bank st.
South Eighth Street	South Eighth st., near Central ave.	1872-73	1900-6-7	31	Philip Tully	135 South Tenth st.
South Market Street	South Market st., corner Mott st.	1855-56	1899	21	Christian A. Steines	81 Mott st.
South Tenth Street	South Tenth st., corner Blum st.	1870	1879-1888-89-1896	22	Robert B. Morgenstern	549 South Eleventh st.
State Street	State st., near Broad st.	1846-47	1882	8	Joseph Mack	586 South 18th st.
Summer Avenue	Summer ave., near Second ave.	1883-84	1897	17	Wm. H. Van Nest	110 Third ave.
Summer Place	Summer place, near Chester ave.	1903		8	Gottfried Bieber	80 Lincoln ave.
Sussex Avenue	Sussex ave., corner Third st.	1900	1904	21	John H. Lord	511 South Grove st., Irv.
Walnut Street	Walnut st., near Jefferson st.	1862	1877	8	Albert Hofer	159 New York ave.
Warren Street	Warren st., corner Wickliffe st.	1891-92	1908	18	James F. Gaynor	378 South 12th st.
Washington Street	Washington st., near West Kinney	1868	1904	23	Fred Warner	41 Quitman st.
Waverly Avenue	Waverly ave., near Bergen st.	1891-92	1900	20	John Lind	224 Avon ave.
Webster	Webster st., corner Crane st.	1855-56	1910-11	25	Hugh Coyne	26 Rowland st.
West Side	Seventeenth st., opp. West Side Park	1911	1914	39	Samuel Matts	817 South 17th st.
Boys' Industrial	Wickliffe st., corner School st.	1848-49		6	James F. Gaynor	378 South 12th st.
Girls' Industrial School for Deaf	Washington and Linden sts.	1853-54	1883-86	15	Samuel Harrison	36 Orchard st.
Fawcett School of Industrial Arts	55-57 Academy st.	1897		11	Adam W. Smith	755 South 17th st.
Academy Street Ungraded	55-57 Academy st.	1897		1	Adam W. Smith	755 South 17th st.
Ungraded School No. 1	South Tenth st., near Woodland ave.	1910		2	Frederick D. Moore	450 Avon ave.
Ungraded School No. 2	Chestnut st., near Elm road	1910		2	Camine Del Guercio	395 Walnut st.
‡Open Air	Chancellor ave., corner Elizabeth ave.	1902		1	James R. Cummings	245 Hedden st.

* Rented on date noted under "Erected."

† Annexed from Vailsburg on date noted under "Erected."

‡ Annexed from Clinton Township on date noted under "Erected."

§ Purchased on date noted under "Erected."

SCHEDULE OF TEACHERS' SALARIES

Revised September 1, 1907 Corrected to December 1, 1914

HIGH SCHOOLS

GRADE	Temporary			Permanent							
	1st Yr.	2d Yr.	3d Yr.	1st Yr.	2d Yr.	3d Yr.	4th Yr.	5th Yr.	6th Yr.	7th Yr.	Max.
Principal	$3,500	$3,600	$3,700	$3,800	$3,900	$4,000	$4,100	$4,200	....	....	$4,300
Head Assistants and Heads of Departments—											
Men	2,000	2,100	2,200	2,300	2,400	2,500	2,600	2,700	$2,800	$2,900	3,000
Women	1,300	1,400	1,500	1,600	1,700	1,800	1,900	2,000	....	....	2,100
Assistants and Manual Training Teachers—											
Men	1,400	1,500	1,600	1,800	2,000	2,100	2,200	2,300	2,400	....	2,500
Women	900	1,000	1,100	1,200	1,300	1,400	1,500	1,600	1,700	....	1,800
Librarian	1,000	....	....	....	....	....	....	....	....	....	1,100
General Assistant	1,100	1,200	1,300	1,400	1,500	....	....	....	....	....	1,600
Laboratory Assistant	400	450	500	550	....	....	....	....	....	....	600
Teacher Clerk	800	900	1,000	1,100	1,200	1,300	1,400	1,500	....	....	1,600
Assistant to Principal	700	800	900	1,000	1,100	....	....	....	....	....	1,200

PRIMARY AND GRAMMAR SCHOOLS

GRADE	Temporary			Permanent							
	1st Yr.	2d Yr.	3d Yr.	1st Yr.	2d Yr.	3d Yr.	4th Yr.	5th Yr.	6th Yr.	7th Yr.	Max.
Principal (Men)—											
More than 14 classes	$2,000	$2,100	$2,200	$2,300	$2,400	$2,500	$2,600	$2,700	$2,800	$2,900	$3,000
Less than 15 classes	1,800	1,900	2,000	2,100	2,200	2,300	2,400	....	....	....	2,500
Principal (Women)	1,500	1,600	1,700	1,800	1,900	....	....	....	....	....	2,000
Vice-Principals—											
Grammar	1,200	1,300	1,400	1,500	....	....	....	....	....	....	1,600
Primary	1,000	1,100	1,200	....	....	....	....	....	....	....	1,300
Head Assistants and First Assistants	880	930	1,000	1,100	....	....	....	....	....	....	1,200
Assistants and Kindergarten Directresses	580	630	680	730	780	830	880	930	1,000	....	1,100
Manual Training and Cooking—											
Men	1,000	1,100	1,200	1,300	1,400	1,500	1,600	....	....	....	1,700
Women	800	900	1,000	1,100	1,200	....	....	....	....	....	1,300
Head Teacher (Ungraded School)	1,200	1,300	1,400	1,500	....	....	....	....	....	....	1,600
Teacher Clerk	580	630	680	730	780	830	....	....	....	....	880
Assistant Teacher Clerk	580	630	680	....	....	....	....	....	....	....	730

BOYS' INDUSTRIAL SCHOOL

GRADE	Temporary			Permanent							
	1st Yr.	2d Yr.	3d Yr.	1st Yr.	2d Yr.	3d Yr.	4th Yr.	5th Yr.	6th Yr.	7th Yr.	Max.
Male	$1,000	$1,100	$1,200	$1,300	$1,400	$1,500	$1,600	$1,700	....	....	$1,800
Female	1,080	1,130	1,200	1,300	....	....	....	....	....	....	1,400

SUPERVISORS AND DIRECTORS

GRADE	Temporary			Permanent							
	1st Yr.	2d Yr.	3d Yr.	1st Yr.	2d Yr.	3d Yr.	4th Yr.	5th Yr.	6th Yr.	7th Yr.	Max.
Assistant City Superintendent	$3,000	$3,250	$3,500	$3,750	$4,000	$4,250	....	....	....	....	$4,500
Supervisors—											
General Supervisor	2,000	2,100	....	....	....	....	....	....	....	....	2,200
Manual Arts	2,500	2,600	2,700	2,800	2,900	....	....	....	....	....	3,000
Penmanship	1,500	1,600	1,700	1,800	1,900	2,000	$2,100	....	....	....	2,200
Music Drawing Domestic Art	1,500	1,600	1,700	1,800	1,900	....	....	....	....	....	2,000
Domestic Science	1,500	1,600	1,700	....	....	....	....	....	....	....	1,800
Assistant Supervisors—											
Music Drawing Domestic Art	1,000	1,100	1,200	1,300	1,400	....	....	....	....	....	1,500

PHYSICAL TRAINING

GRADE	Temporary			Permanent							
	1st Yr.	2d Yr.	3d Yr.	1st Yr.	2d Yr.	3d Yr.	4th Yr.	5th Yr.	6th Yr.	7th Yr.	Max.
Supervisor	$2,000	$2,100	$2,200	$2,300	$2,400	$2,500	$2,600	$2,700	$2,800	$2,900	$3,000
Assistant Supervisor	1,500	1,600	1,700	1,800	1,900	2,000	2,100	2,200	2,300	2,400	2,500
High Schools—											
Head Teacher—											
Male	1,500	1,600	1,700	1,800	1,900	2,000	2,100	2,200	2,300	2,400	2,500
Female	1,200	1,300	1,400	1,500	1,600	1,700	....	....	....	....	1,800
Assistant and Special Teachers of Gymnastics—											
Male	1,200	1,300	1,400	1,500	1,600	1,700	1,800	1,900	....	....	2,000
Female	900	1,000	1,100	1,200	1,300	1,400	....	....	....	....	1,500
Grammar Schools—											
Male	1,000	1,100	1,200	1,300	1,400	1,500	1,600	....	....	....	1,700
Female	800	900	1,000	1,100	1,200	....	....	....	....	....	1,300

EVENING SCHOOLS

ELEMENTARY SCHOOLS

Principal	$4.00	per	evening
Assistant	3.00	"	"

HIGH SCHOOLS

Principal	$5.00	per	evening
Assistant	4.00	"	"

FAWCETT SCHOOL OF INDUSTRIAL ARTS

Principal	$2,000.00	per	year
First Assistant	$4.50	per	evening
Assistants	$3.00 and $3.50 and 4.00	"	"

BOYS' INDUSTRIAL SCHOOL

Principal	$5.00	per	evening
Assistant	4.00	"	"

SPECIAL

Manual Training	$3.00 and $3.50	per	evening
Cooking	3.00	"	"
Sewing	3.00	"	"
Stenography	4.00	"	"
Drawing	3.00	"	"

SUBSTITUTES

High School—male	$4.00	per	day
High School—female	3.00	"	"
Grammar and Primary Departments,	$2.00, $2.50 and 3.00	"	"
Evening High School	Salary of regular teacher		
Evening School	Salary of regular teacher		

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1. Principals of schools containing thirty-five (35) classes or over, who are not now receiving the maximum schedule salary, shall receive in addition to the regular schedule increase of $100., a bonus of $100. each year until the maximum salary is reached. (September 1, 1912.)

2. Head Assistants and First Assistants, teaching classes of the highest grade, shall receive $100. additional while teaching such grade.

3. Primary Head Assistants in charge of classes for defectives, $100. in addition to the schedule salary for that grade. (November 1, 1913.)

4. Kindergarten Directresses in charge of kindergartens having more than four assistants, $100. in addition to schedule salary as directress. (September 1, 1910.)

5. Kindergarten Assistants—Same schedule as Assistants, except that the maximum shall be $1,050.

6. Teacher Clerks of schools containing thirty-five (35) classes or over shall be placed on the same salary schedule as Assistants and Kindergarten Directresses, but with a maximum of $1,100. (September 1, 1912.)

7. Teacher Clerks of schools containing from 30 to 35 classes to be placed on the same salary schedule as Assistants and Kindergarten Directresses, but with a maximum of $1,000. (September 1, 1913.)

In elementary schools having fifty or more classes and in all-year schools having more than forty classes, an additional teacher clerk may be appointed to be known and designated as Assistant Teacher Clerk. In the absence of a regular teacher for a brief period, one of the clerks shall be assigned to serve as substitute. (November 24, 1915.)

8. Head Teachers of Ungraded Schools having two or more assistants and who are required to be on duty during the noon hour to prepare and serve lunch—Maximum increase from $1,600 to $1,700. (September 1, 1912.)

9. Assistant in Ungraded School and Head Teacher of Cooking—$100. in addition to schedule salary as assistant.

10. In all cases of promotion of teachers to higher positions, they shall be advanced to the next higher salary grade.

11. All teachers must serve three years as temporary teacher, upon the completion of which, if satisfactory, they shall enter upon the first year of the permanent grade.

12. All increases of salary under this schedule shall be based upon merit and efficiency to be ascertained so far as practicable from the official records of the Board of Education. Such increases shall be recommended by the Superintendent and approved by the appropriate committee. The following to be effective February 1, 1908: In all cases

where teachers, principals, or supervisors have failed by reason of unsatisfactory service to receive their stated annual increase of salary, such teacher, principal, or supervisor after three successive years of satisfactory service subsequent to the date of the salary increase being withheld, shall be recommended for advance in salary to such grade as such teacher, principal, or supervisor would be entitled to receive provided advance in salary had not been so withheld.

13. Teachers absent from duty on account of furlough or other excused absence for a period in the aggregate not longer than two months in any one year shall not suffer thereby any loss of time in reaching the next higher salary grade.

14. No special salary now paid shall be reduced by reason of this schedule.

SCHEDULE OF JANITORS' SALARIES

Effective March 1, 1911.

For each class room up to 8 class rooms, inclusive	$7.25	per room
*For each additional class room	3.50	" "
For assembly rooms and gymnasium,	$2.00	per C. sq. yds. of floor area.
For courts	2.30	per C. sq. yds.
For sidewalks	1.15	" " run. ft.
For one boiler, or equal	17.25	
For each additional boiler, or equal	5.75	
For each ventilating system	5.75	

* Increased from $3.00 to $3.50 (Sept. 1, 1914).

Effective September 1, 1911.

EVENING SCHOOLS

Ten dollars ($10) per month plus one and 50/100 dollars ($1.50) per month for each room in use.

SUMMER SCHOOLS

Three dollars ($3) per term for each room used.

PLAYGROUNDS

Fifteen dollars ($15) per term plus three dollars ($3) for each room used.

SCHEDULE OF SALARIES FOR OFFICERS AND CLERKS

	Temp.	Permanent					
		1st Yr.	2d Yr.	3d Yr.	4th Yr.	5th Yr.	Max.
Chief Clerk	$1,260	$1,340	$1,420	$1,500	....	....	$1,600
First Grade Clerk	1,100	1,150	1,200	....	....	....	1,260
Second Grade Clerk	840	900	960	1,020	....	....	1,100
Third Grade Clerk	500	550	600	650	$ 700	$ 750	840
Fourth Grade Clerk	240	300	360	420	....	....	500
Chief Stenographer	750	800	880	960	1,040	1,120	1,200
Assistant Stenographer	420	500	550	600	650	700	750
Clerk to Superintendent	2,400	2,500	2,600	2,700	2,800	2,900	3,000
Supervisor of Repairs	1,800	2,000	2,200	....	....	....	2,400
Medical Inspectors	500	....	....	....	....	....	500
Nurses	720	780	840	900	....	....	1,000
Drivers	660	720	780	....	....	....	840

1. Assistant stenographers in departments having no chief stenographer who have been receiving the maximum salary of their position for a period of three years—additional compensation of $50 per annum, if recommended by the head of the department for salary increase. (April 1, 1914.)

2. In all cases of absence of nurses on account of personal illness, they shall forfeit one-half of their salary for such absence.

3. Substitute nurses to be paid at the rate of two dollars ($2) per day for all substitute work. (April 15, 1914.)

4. In case of the absence of the medical inspector from duty, the sum of two dollars ($2) per day shall be deducted from his salary and paid to the substitute who performs the work. (Jan. 28, 1915.)

ATTENDANCE DEPARTMENT

Supervisor of Attendance	$2,000	$2,100	$2,200	$2,300	$2,400	....	$2,500
Attendance Officers—							
Male	900	1,000	1,100	1,200	....	....	1,300
Female	600	700	800	900	....	....	1,000

No promotion or advance in the salary of any employee affected by this schedule shall be made except upon recommendation of the head of the department and with the approval of the committee.

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